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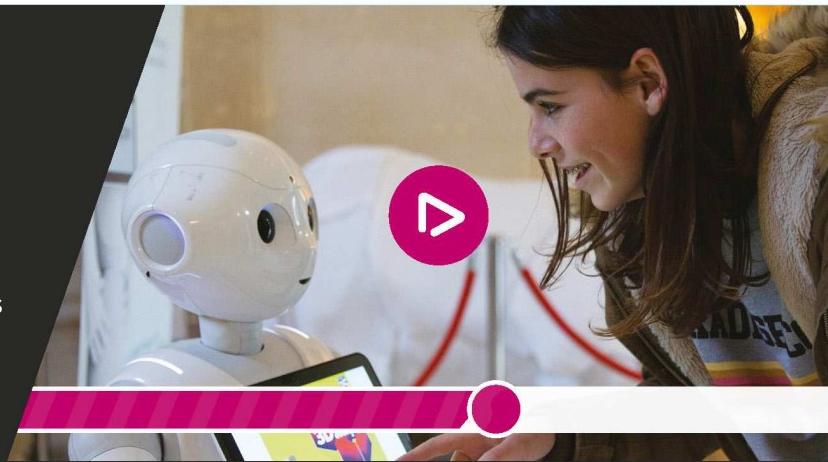
Welcome to

gateway to the world



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David Spencer

David Spencer, best-selling author, is still teaching Secondary students. He knows what you like and what is interesting for you in the classroom, and brings this knowledge to his writing.

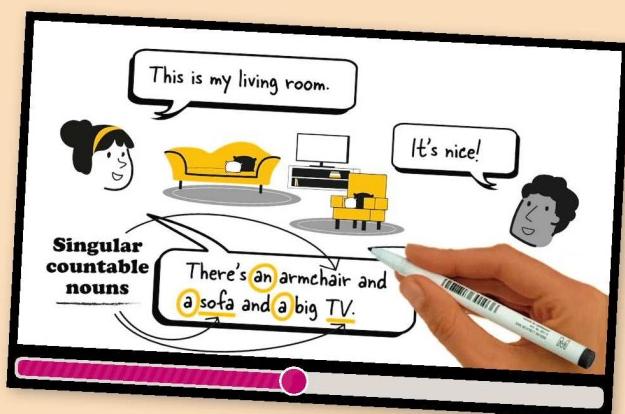
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STARTER UNIT



Vocabulary

The classroom

1a **SPEAKING** Look at the picture. Match the objects (a–o) to some of the words in the box. Check that you understand all the words. Use a dictionary if necessary.

01 Classroom objects

bag • board • board rubber • book • chair • computer • desk • dictionary • door • notebook • pen • pencil • pencil sharpener • poster • rubber • ruler • textbook • window



1b Which words in the box are not in the picture?

1c **SPEAKING** Make a list of the classroom objects you see in your classroom.

Grammar

Subject pronouns

1a Look at the sentences. How do you say the words in bold in your language?

- | | |
|----------------------|---------------------|
| 1 I am a student. | 5 It is a pen. |
| 2 You are a student. | 6 We are friends. |
| 3 He is a boy. | 7 You are happy. |
| 4 She is a girl. | 8 They are sisters. |

1b Complete the sentences with the correct subject pronoun.

- 1 *He* is a boy. (Tom)
2 are happy. (Bill and Ben)
3 are sisters. (Anna and I)
4 is my friend. (Amy)
5 is big. (the bag)
6 are late. (Leo and you)

Check it page 11

Imperatives

2a Look at the pictures and complete the sentences with the words in the box.

come • sit • work • write



- 1 in pairs.
2 to the board.



- 3 Don't in your textbook.
4 down.

2b 02 Listen and check your answers.

2c Look at the sentences in 2a and choose the correct alternative to complete the rule.

Imperative sentences have/don't have subject pronouns.

Check it page 11



Speaking

The alphabet

1a **PRONUNCIATION** 03 Listen to the alphabet.

What letter is missing? What's the sound?

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				

1b 04 Listen and check your answer.

2a 05 Listen. Why are the letters in different lists?

Grey: A H J K

Green: B C D E G P T V

Red: F L M N S X Z

White: I Y

Yellow: O

Blue: Q U W

Dark blue: R

2b 05 Listen again and practise saying the lists.

3 06 Listen and write down the two letters you hear each time in the order you hear them.

1 5

2 6

3 7

4 8

4 07 Listen and write the words the boy spells.

1 5

2 6

3 7

4 8

5 **SPEAKING** Practise the dialogue. Use your own names.

What's your name?

It's Leo.

How do you spell it, please?

It's L – E – O.

Classroom expressions

6a Match the questions (1–3) to the answers (a–c) to make a short dialogue. Then listen and check your answers.

1 What's this in English?

2 Can you repeat that, please?

3 How do you spell that?

a Yes, it's a board.

b B – O – A – R – D

c It's a board.

6b 08 Listen and check your answers.

6c Read these answers. What are the questions?

1 I'm sorry. I don't know how to spell it.
.....

2 I'm sorry. I don't know the word in English.
.....

7 **SPEAKING** Practise the short dialogues with classroom objects and the expressions in 6a and 6c.

What's this in English?

It's a poster.

How do you spell that?

P – O – S – T – E – R

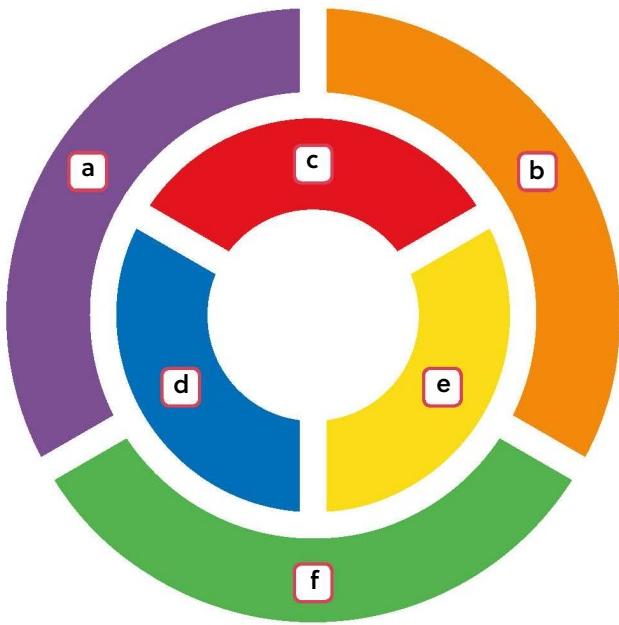


Colours

1a Label the colours a-f with the words in the box. Which of the colours in the box are not in the picture?

09 Colours

black • blue • brown • green • grey • orange •
pink • purple • red • white • yellow



2 Look at the picture and write sentences about the colour of the classroom objects.



The bag is black.

1b Complete with the missing colours.

- 1 black + white =
- 2 white + red =
- 3 blue + yellow =
- 4 red + blue =
- 5 yellow + red =
- 6 red + blue + yellow =

Vocabulary

Numbers – cardinal and ordinal

1a Put the words in the box in order in the correct column. Write the numbers next to them.

eight • eighth • fifth • first • five • four • fourth • nine • ninth • one • second • seven • seventh • six • sixth • ten • tenth • third • three • two

Cardinal numbers	Ordinal numbers
one – 1	first – 1 st

1b Listen and check.

2a Match the ordinal numbers to the words in the box.

eleventh • thirteenth • thirtieth • thirty-first • twelfth • twentieth • twenty-fifth • twenty-first

- | | |
|--------------------------|--------------------------|
| a 11 th | e 21 st |
| b 12 th | f 25 th |
| c 13 th | g 30 th |
| d 20 th | h 31 st |

2b Listen and check.

Days and months

3a Put the words in the box in order in the correct column.

April • August • December • February • Friday • January • July • June • March • May • Monday • November • October • Saturday • September • Sunday • Thursday • Tuesday • Wednesday

Days	Months
Monday	January

3b Listen and check.

4a Write the dates.

- | | |
|-----------|-----------------------------|
| 1 31 / 01 | the thirty-first of January |
| 2 3 / 09 | ..... |
| 3 25 / 12 | ..... |
| 4 11 / 06 | ..... |
| 5 15 / 08 | ..... |
| 6 22 / 04 | ..... |

4b Listen and check your answers.

5a Look at the calendar. Ask and answer questions about the dates.

January 2022						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

What day is the the 31st of January?

Monday. What day is the 12th of January?

5b Answer the questions.

What is ...

- today's day and date?
It's Thursday the 9th of September.
- yesterday's day and date?
- tomorrow's day and date?

6 Read and answer the question.

Culture exchange



What's the date?

In the UK and the US they write the date differently. In the US the order is first the month and then the day, so 07/02 is July the second. In the UK the order is first the day and then the month so 07/02 is the seventh of February! And in your country?

7 Ask and answer these questions.

- When is your birthday this year?
- When is the next holiday?

Speaking

Telling the time

1 Put the times in the correct order.

five to nine • half past four • nine o'clock • one o'clock • quarter past three • quarter to seven • ten past two • ten to eight • twenty to five

- 1 one o'clock
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

2 Choose the correct alternative.

- 1 9.15
It's quarter to nine/quarter past nine.
- 2 6.05
It's five to six/five past six.
- 3 2.45
It's quarter to three/quarter past two.
- 4 12.20
It's twenty past twelve/twenty to twelve.
- 5 8.40
It's twenty to eight/twenty to nine.
- 6 3.10
It's ten past three/ten to three.
- 7 10.25
It's twenty-five to ten/twenty-five past ten.
- 8 7.30
It's half past seven/twenty past seven.

3 Match the times to the pictures.



- | | |
|----------------------|-------------------|
| 1 ten to four | 4 quarter to five |
| 2 half past eleven | 5 five past eight |
| 3 quarter past seven | 6 six o'clock |

4 SPEAKING Ask and answer about the time in these cities.



What time is it in London?

It's half past one.

5 SPEAKING Take turns to do the task.

Student A: Choose a phone. Say the time and date.
Student B: Say the letter of the phone.



It's quarter to three. It's Tuesday the 3rd of October.

It's c!

6 SPEAKING Draw a phone screen. Take turns to tell your partner a time, day and date. Write the time, day and date your partner says.



Grammar reference

Grammar test

Subject pronouns

Singular	I, You, He/She/It
Plural	We, You, They

- We use subject pronouns as the subject of the sentence.

I am a student.

- We can use them to replace names.

He is a boy.

Imperatives

- We use an imperative to tell someone to do something.

Work in pairs.

- Imperatives don't have a subject.

They Work in pairs.

Subject pronouns

- 1 Write the correct subject pronoun.

- is white. (the board)
- are here. (mum and dad)
- is my brother. (Marco)
- are friends. (Sofia and I)
- is happy (Elena)
- are 13. (Max and you)

/ 6 points

Imperatives

- 2 Look at the ticks (✓) and crosses (✗) and choose the correct alternative.

- Open/Don't open the textbook. ✓
- Close/Don't close the door. ✗
- Use/Don't use your dictionary. ✓
- Talk/Don't talk to your partner. ✗

/ 4 points

Vocabulary

Vocabulary test

The classroom

bag • board • board rubber • book • chair • computer • desk • dictionary • door • notebook • pen • pencil • pencil sharpener • poster • rubber • ruler • textbook • window

Colours

black • blue • brown • green • grey • orange • pink • purple • red • white • yellow

Numbers – cardinal

one • two • three • four • five • six • seven • eight • nine • ten • eleven • twelve • thirteen • fourteen • fifteen • sixteen • seventeen • eighteen • nineteen • twenty • twenty-one • thirty • forty • fifty

Numbers – ordinal

first • second • third • fourth • fifth • sixth • seventh • eighth • ninth • tenth • eleventh • twelfth • thirteenth • fourteenth • fifteenth • sixteenth • seventeenth • eighteenth • nineteenth • twentieth • twenty-first • thirtieth • fortieth • fiftieth

Days

Monday • Tuesday • Wednesday • Thursday • Friday • Saturday • Sunday

Months

January • February • March • April • May • June • July • August • September • October • November • December



On-the-Go Practice

The classroom

- 1 Find six classroom objects and write them below.

desk rubber notebook poster computer pencil

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

/ 6 points

Colours

- 2 Complete the colours with vowels.

- | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 y | 2 r | 3 r | 4 p | 5 b | 6 g |
| l l w | o n g | o d | r p l | l | r e n |

/ 6 points

Days and months

- 3 If Monday is the first day of the week and January the first month of the year, write the ...

- third day:
- second month:
- twelfth month:
- seventh day:
- sixth day:
- sixth month:
- second day:
- tenth month:

/ 8 points

Total:

/ 30 points

1

ALL
ABOUT ME

Vocabulary in context

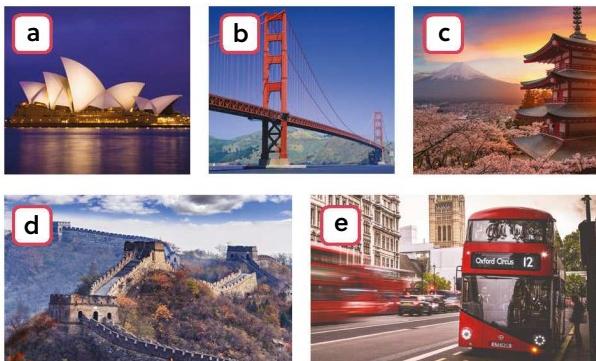
Countries

Nationalities

- 1 **SPEAKING** Look at the photos. Match them to some of the countries in the box.

(14) Countries

Argentina • Australia • Brazil • China • Egypt • Germany • Japan • Mexico • Russia • Spain • the UK • the US • Turkey



- 2 **SPEAKING** Look at the photos. Say a letter. What is the country?

Photo b ...
The US!

- 3a Draw and complete a table in your notebook. Match the countries in 1 to these nationalities.

(15) Nationalities

American • Argentinian • Australian • Brazilian • British • Chinese • Egyptian • German • Japanese • Mexican • Russian • Spanish • Turkish

Country	Nationality
Argentina	Argentinian

- 3b **(16)** Listen and check your answers.

- 4 **(17)** Listen to five people talking about where they come from. Choose the correct alternative.

- Lia is Argentinian/Mexican.
- Axel is from Germany/the UK.
- Azra is Russian/Turkish.
- Olivia is Brazilian/American.
- Hisato is Japanese/Chinese.

- 5a Complete the quiz questions with the words in 3a.

WORLD QUIZ

- People from this South American country are (a) and they speak Portuguese. Which country is it?
- He is an (b) singer. His real name is Peter Gene Hernandez. Who is he?
- Sushi and sashimi are popular (c) dishes. Which country are they from?
- If you see **GB** on a car, it's a (d) car. Which country is it?
- Istanbul is a (e) city in two continents – Europe and Asia. Which country is it in?
- An Internet address that ends in .es is (f) Which country is that?
- A Porsche is a (g) car. Which country is it from?
- He's a famous (h) footballer. His nickname is 'La Pulga' or 'The Flea'. Who is he?
- Mandarin is a (i) language. There are over 300 languages in this country! Which country is it?

- 5b Now answer the questions in the quiz.

- 5c **(18)** Listen and check your answers.

Use it ... don't lose it!

- 6 **SPEAKING** Take turns to test each other. Say a country. Your partner says the nationality.

I'm from Japan.

You're Japanese!

I'm from the US.

You're American!

Reach higher → page 142



Reading

1a **SPEAKING** Look at the photos above. Where are the people in the photos?

1b Read the article. Why are these teenagers famous?

THEY AREN'T JUST TEENS. THEY'RE THE FUTURE!



1 Their organisation – Bye Bye Plastic Bags

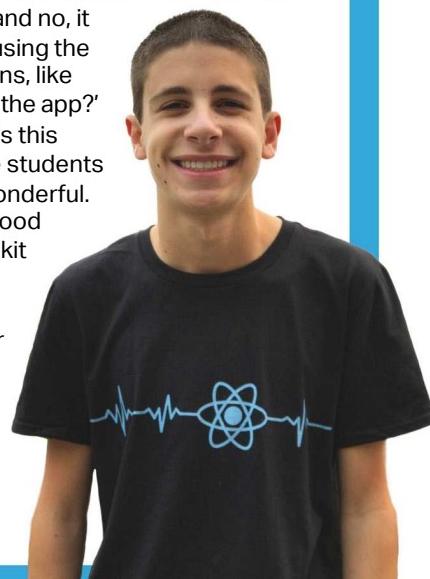
Melati and Isabel Wijsen are sisters, and they are teenagers. They're from Bali, an island in Indonesia. Is it possible for two young girls to help change the world? Yes, it is! These sisters have got their own organisation for young people, Bye Bye Plastic Bags, and they say no to plastic bags.

Every year, the two sisters clean up plastic and rubbish on beaches and streets with volunteers. Over 20,000 people are with them on one clean-up in Bali! The organisation isn't big, but it's in over 25 locations around the world.

Yes, they're young, but they can change things. Say 'no' to plastic bags in your country!

2 His invention – Gimkit

This is Josh Feinsilber. He's from the US and he's the inventor of Gimkit, an online quiz app. It's for teachers and students. The teachers write questions in an online quiz. Then the students answer the quiz questions and get awards. Millions of students in 100 countries now use Gimkit at school and at home. Is it difficult to make an app? Well, yes, it is and no, it isn't! The teachers using the app answer questions, like 'Are you happy with the app?' 'Is this colour ok or is this date ok?' And these students and teachers are wonderful. They've got many good ideas. Then the Gimkit team make small changes in the app. His mum, dad, sister and brother all help him. They're great. Oh, and his dog! He barks at him when he's on the computer for too long!



2 **LISTENING** Read the article again. Are these sentences True (T) or False (F)?

- 1 Isabel is Melati's sister.
- 2 Bye Bye Plastic Bags is Isabel and Melati's organisation.
- 3 A large number of people help them to clean up in Bali.
- 4 Their organisation isn't for young people.
- 5 Josh is Australian.
- 6 Gimkit isn't for teachers.
- 7 Schools use Gimkit in different countries.
- 8 His family helps him.

T/F

T/F

T/F

T/F

T/F

T/F

3 What do the underlined words in the text mean? Guess and then check in your dictionary.

4 **SPEAKING** Answer the questions.

- 1 Which idea is your favourite? Why?
- 2 Are the people in the reading text different from or similar to you and your friends? Why?

5 Critical thinkers

In your opinion, are Bye Bye Plastic Bags and Gimkit useful and interesting ideas?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.

Grammar in context 1

to be – affirmative and negative

1a Look at the sentences. Which sentences are affirmative and which are negative?

- | | |
|----------------------|-------------------------|
| 1 I'm from the US. | 4 We're from Bali. |
| 2 It isn't big. | 5 We aren't just teens. |
| 3 It's in 25 places. | 6 They're great! |

1b Complete the table with the correct form of the verbs.

Affirmative	Negative
1 I from the US.	I'm not from Brazil.
You're American.	You aren't Brazilian.
2 He/She/It American.	5 He/She/It Brazilian.
3 We American.	6 We Brazilian.
4 They American.	They aren't Brazilian.

1c Write the short form of these long forms.

- | | |
|----------------|--------------|
| 1 I am | 6 He is not |
| 2 She is | 7 You are |
| 3 They are not | 8 They are |
| 4 I am not | 9 We are not |
| 5 We are | 10 It is not |

Check it page 22

2 Use *am*, *is* or *are* to complete these sentences.

- 1 We Mexican.
 2 His mother Brazilian.
 3 They 13 years old.
 4 I from Canada.
 5 Her friend 16 years old.
 6 My name Angela.
 7 The students at my school great.
 They help me lots.
 8 Argentina a big country.

3 Make these sentences true for you.

- 1 I'm from Japan.
I'm not from Japan. I'm from ...
 2 My teacher is German.
 3 We're 16 years old.
 4 Today is Sunday.
 5 It's half past five now.
 6 We're in Australia.

4 Complete the gaps with the correct form of *to be* in the affirmative or negative.

ABOUT | PROFILES | MORE

MEET FAMOUS TENNIS PLAYER

NAOMI OSAKA



Her name (a) is Naomi Osaka. She (b) Japanese. She (c) good at tennis. Her mother and father's names (d) Tamaki Osaka and Leonard François. Her mother is Japanese. Her father (e) from Japan, he's from Haiti. Her sister, Mari, (f) a tennis player too. They live in Florida, in the US, but they (g) from Florida. Her family's got a black and white dog. Its name (h) Panda.

5a Imagine you are Naomi Osaka. Use the information in 4 to complete the sentences.

- | | |
|-----------------------|--------------------|
| 1 I'm ... | 4 My father is ... |
| 2 I'm not ... | 5 My dog is ... |
| 3 My mother isn't ... | |

5b Compare your sentences.

to be – questions and short answers

6 Look at the sentences, the questions and the short answers. Choose the correct alternative to complete the rules in a-d.

Affirmative	Question	Short answer
He is American.	Is he American?	Yes, he is.
You are happy.	Are you happy?	Yes, I am.
It is Saturday today.	Is it Saturday today?	No, it isn't!
They are Chinese.	Are they Chinese?	No, they aren't.

- a In an affirmative sentence, the verb **to be** comes before/after the subject.
 b In a question, the verb **to be** comes before/after the subject.
 c In a Yes short answer, we always use the long/short form of the verb **to be**.
 d In a No short answer, we use the long/short form of the verb **to be**.

Check it page 22

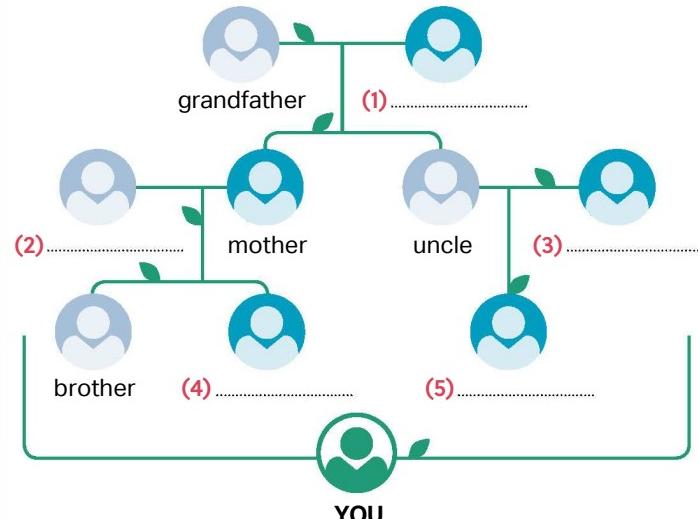
Vocabulary

The family

1 Complete the family tree with the words in the box. Check that you understand all the words. Use a dictionary if necessary.

21 The family

aunt • brother • cousin • daughter • father • grandchildren • grandfather • grandmother • grandparents • husband • mother • nephew • niece • parents • sister • son • uncle • wife



2a Complete the text about Liam's family.



My name's Liam and I've got one little
 (a) Her name is Sophie and I am her
 big brother.
 My (b) is called Lorna and my
 (c) is called Matt. My parents are great!
 Judith and Richard are my (d)
 I love them so much. My grandmother is lovely and her
 husband, my (e) is a lot of fun.
 Henry is my (f) His wife, my
 (g) is called Rose. They are really good
 to me and Sophie because I'm their only nephew and
 Sophie is their only (h) They have one
 child. He's my (i) and he's called Adrian.

7a Put the words in order to make questions.

- | | |
|---|--------------------|
| 1 o'clock? / it / 12 / is | a Yes, I am. |
| 2 brother / your / is / happy? | b No, they aren't. |
| 3 American? / you / are | c No, it isn't. |
| 4 old? / 12 / Katy / years / is | d Yes, he is. |
| 5 parents / at home? / your / are | e Yes, she is. |
| 6 you and your friend / are / tennis players? | f Yes, you are. |
| 7 your birthday / is / in March? | g Yes, it is. |
| 8 I / a good friend? / am | h No, we aren't. |

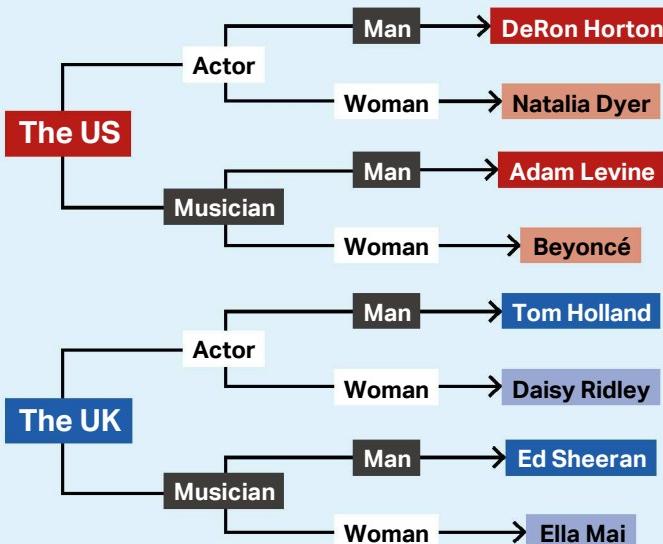
7b Match the questions (1–8) to the short answers (a–h) in 7a.

8a Write the questions for your partner. Use *to be*.

- | | |
|------------------|--------------------------|
| 1 Monday today? | 5 you Mexican? |
| 2 12 years old? | 6 we in class? |
| 3 in Australia? | 7 your birthday in July? |
| 4 your bag blue? | 8 I a good student? |

8b SPEAKING Use the questions in 8a to interview your partner.

9a 20 Look at the information about famous people. Then listen to and read the dialogue in the guessing game. Who is the person?



- A: Are you American? A: Are you a woman?
 B: No, I'm not. B: Yes, I am.
 A: Are you a musician? A: Is your name?
 B: Yes, I am. B: Yes, it is.

Use it ... don't lose it!

9b SPEAKING Choose a person from 9a and practise the dialogue.

Are you British?

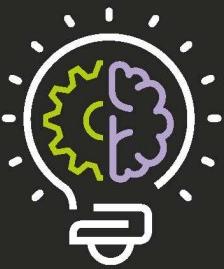
No, I'm not!

Reach higher → page 142

Use it ... don't lose it!

- 3 SPEAKING Choose a person from 9a and practise the dialogue.

Reach higher → page 142



GREAT LEARNERS GREAT THINKERS

PEOPLE AROUND ME

Lesson aim: To think about the importance of family and friends

Video: A family history

SEL Social and emotional learning: Relationship-building

1a Match the words (1–4) to the definitions (a–d).

- | | |
|------------|--|
| 1 generous | a you are good at learning or understanding things |
| 2 clever | b you are good and think about people's feelings |
| 3 kind | c you like being with people |
| 4 friendly | d you give people your time or money |

1b Describe the members of your family. Use words from 1a.

My sister is friendly and clever.

1c What do you know about your family history? Think about:

- parents, grandparents, great-grandparents
- nationalities, cities, jobs

2 Watch the video and put the events in order.

1 2 3 4 5 6

- A A man is by a river.
B A man is in a car.
C A man is with a child.
D Two men are in a big house.
E Two men are in a library.
F A man and a woman are at a table.

3 Watch the video again. Choose the correct alternative.

- 1 Danny is a football player/an actor.
2 Danny is from London/Liverpool.
3 Danny has one child/two children.
4 Lord Tollemache is Danny's distant uncle/cousin.
5 At the end of the video Danny is sad/happy.

4 **SEL** Read these three teenagers' ideas about family and friends.

Do you agree or disagree? Why?



a My family is very important to me. I love my grandparents, my parents, my brothers and sisters, and my cousins. My family are everything to me.

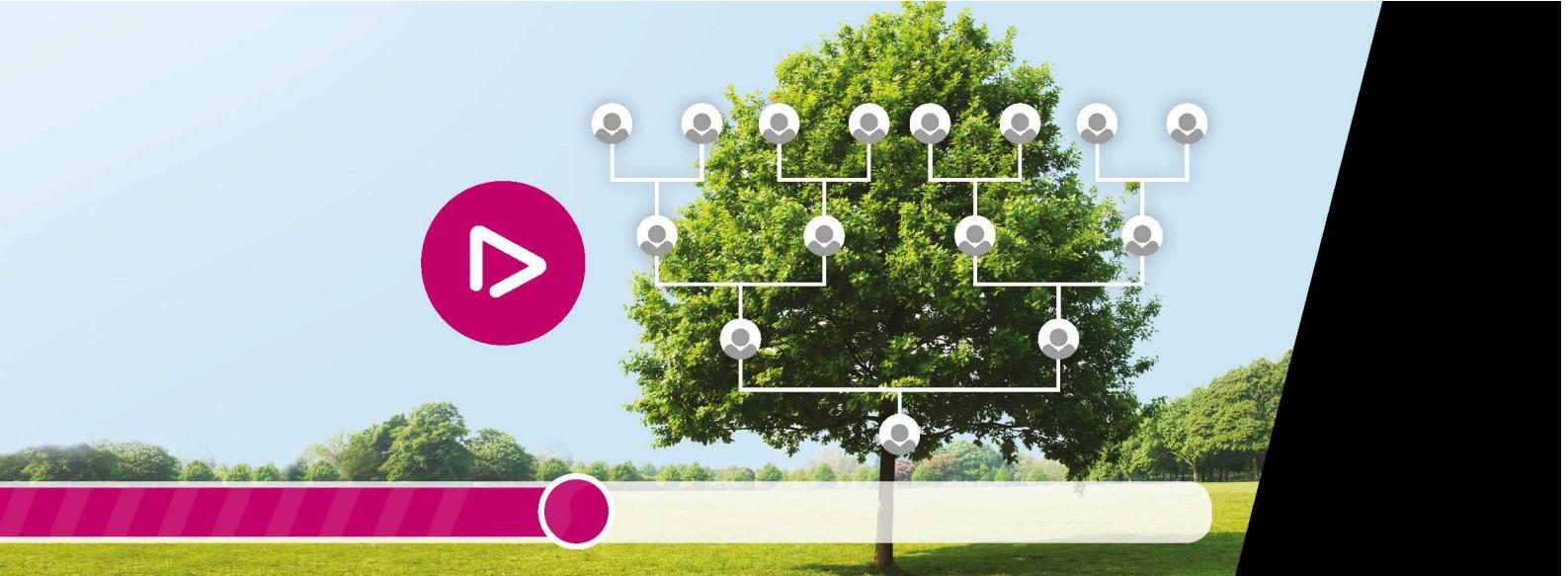


b I talk to my friends about my problems, not to my family. My friends help me. They know me and understand me very well.



c I think it's important to talk to your family and to have good friends. My family always help me and my friends are always fun. I like to be with my family and with my friends.





GREAT THINKERS



CSI: Colour-Symbol-Image

5 SPEAKING Follow the instructions.

- 1 Think about the ideas in the text in 4. Now think of a **colour** that you think represents the main idea(s) from the text.
- 2 Create a **symbol** that represents the main idea(s).
- 3 Now create an **image** that represents the main idea(s).
- 4 Exchange your colour, symbol and image with other students. Are they similar or different?

6 SPEAKING Put these qualities in order of importance for you (1 = very important, 5 = not important). Compare your list with a partner.

clever • friendly • generous • happy • kind

GREAT LEARNERS



Great learners justify their opinions.

When you have discussions with your family and friends, give reasons for your opinions. Why is it important?

Learner profile page 150

Listening

- 1 SPEAKING Ask and answer the questions.



- 1 Look at the photo. Is the family big or small?
2 SPEAKING Use family words to describe the photo.

Exam tip

Why is it a good idea to look at the pictures before you listen?

- 2 Listen to a radio programme about the Briggs family. Complete the sentences. Write one word or a number in each gap.

- 1 They are an American family.
2 Jeane is the of the children.
3 The Briggs have got children in total.
4 They've got adopted children.
5 The adopted children are from different countries, like and Bulgaria.
6 Their house has got a big
7 Only children live in their home.

- 3 Listen again and check your answers.

4 Critical thinkers

In your opinion, is your ideal family a big family or a small family?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



have got

- 1a Read the sentences. Which are in the affirmative, negative, question or short answer form?

- 1 She's **got** her own house.
- 2 **Have** they **got** a bus?
- 3 No, they **haven't**!
- 4 I **haven't got** any brothers or sisters.

- 1b Now complete the table.

Affirmative

I/You/We/They + **'ve got** a small family.

He/She/It + **(1)** brown eyes.

Negative

I/You/We/They + **(2)** a small family.

He/she/it + **hasn't got** brown eyes.

Question form

(3) I/you/we/they **got** a small family?

(4) he/she/it **got** brown eyes?

Short answers

Yes, I/you/we/they **(5)**

No, I/you/we/they **(6)**

Yes, he/she/it **(7)**

No, he/she/it **(8)**

- 1c Write the long forms for the contractions.

- 1 've got
- 2 's got
- 3 hasn't got
- 4 haven't got

Check it page 22

- 2a Put the words in order to make questions.

- 1 three / got / Have / brothers / you
Have you got three brothers ?

- 2 bag / a / in / you / got / Have / your / pencil
..... ?

- 3 got / cat / you / a / Have
..... ?

- 4 phone / your / Has / got / a / grandfather
..... ?

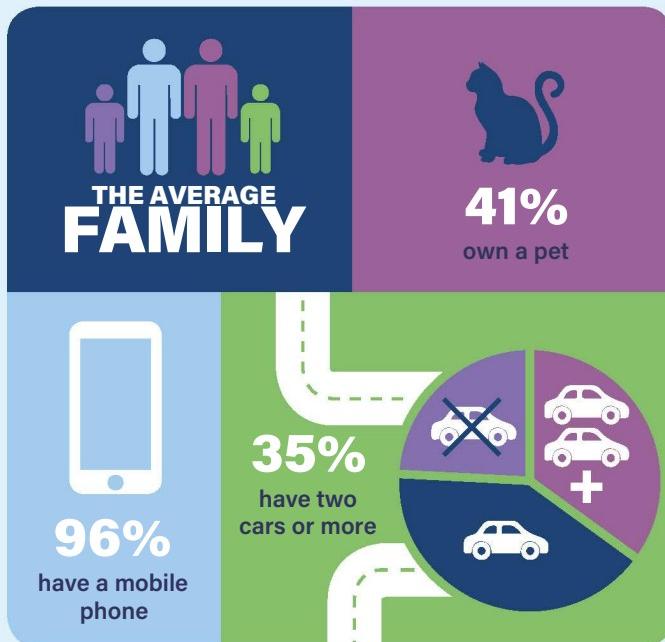
- 5 families / your / got / friends / big / Have
..... ?

- 2b SPEAKING Use the questions in 2a to interview your partner.

- 3 Complete the sentences with *have/haven't* or *has/hasn't*. Look at the words in brackets. Correct the negative sentences.

- 1 Katy hasn't got two cats. ✗ (one)
She's got one cat.
- 2 Alex a blue pencil. ✗ (red)
- 3 Katy and Alex a schoolbag. ✓
- 4 He a pen. ✗ (pencil)
- 5 He a calculator. ✗ (ruler)
- 6 She a blue pencil. ✓
- 7 They a computer. ✗ (textbook)
- 8 She a yellow notebook. ✗ (blue)

- 4 Read the text about families in the UK. Complete the text with the correct forms of *to be* and *have got*.



Culture exchange

The UK family in the 21st century

Many people live in the UK. It (a) 66 million people. 19.2 million families live there. Usually, a family (b) two children.

The roads in the UK are busy, too. About one home in four (c) a car, but 35% (d) two cars or more.

The British love animals. 41% of homes (e) a pet. Dogs and cats are very popular pets – 23% of homes have dogs and 16% of homes have cats.

But British people also love their mobile phones! 96% of homes (f) a mobile phone.

Collaborative Project 1

page 37

Possessive adjectives

- 5a Look at the words in bold in the sentences and complete the table.

- 1 I love **my** big family.
- 2 She teaches **her** children at home.
- 3 **His** brothers and sisters are fun.
- 4 It's time for **our** special programme.
- 5 **Their** son is 12 years old.

Subject pronoun	Possessive adjective
I	(1)
You	Your
She	(2)
He	(3)
It	Its
We	(4)
They	(5)

Check it page 22

- 5b Complete the sentences (1–4) below with possessive adjectives. Then match the pictures to the sentences.



- 1 I'm Alex. This is my cat. name is Lucky.
- 2 names are Victor and Chloe. She is little sister. bag is red.
- 3 'Are they brothers?' 'Yes, names are Jack and Tim.'
- 4 name's Ada. This is brother. name's Fred. bag is green.

Use it ... don't lose it!

- 6 Write questions about yourself so these short answers are true for you.

- 1 Yes, I am.
- 2 Yes, I have.
- 3 No, I'm not.
- 4 Yes, it is.
- 5 No, it isn't.
- 6 No, they haven't.

- 7 Now use your questions to interview your partner.

Reach higher page 142

Listening

- 1 SPEAKING Ask and answer these questions.



- 1 Look at the picture. Where are these people?
 - 2 Do you think sport video games are 'real' sports?
 - 3 Do you like watching other people play video games? Why/Why not?
- 2 Listen to a teacher talking to students about an e-sports club. How can students join the club?
- 3 Listen again and complete a student's notes.

<input type="radio"/>	<u>E-sports club</u>
<input type="radio"/>	Game: Rocket League
<input type="radio"/>	Ages: 12 to (a)
<input type="radio"/>	Every team has three (b)
<input type="radio"/>	When? On (c) afternoon
<input type="radio"/>	What time? From 4.30 to (d)
<input type="radio"/>	For more information, talk to
<input type="radio"/>	Mr (e) or go online.

4 Critical thinkers

In your opinion, are school clubs with students playing video games a good idea?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



The imperative

- 1 Read these sentences. Then choose the correct alternative to complete the rules (a–e).

- 1 Listen to me, please.
 - 2 Don't be quiet at the matches!
 - 3 Ask your parents.
 - 4 Please don't forget!
 - 5 Tell them it's a fun team activity!
- a We use/don't use the imperative to tell people what to do or what not to do.
- b We make/don't make the affirmative imperative with the infinitive without *to*.
- c We make the negative imperative with *not/don't*.
- d We can/can't use *please* with the imperative to be polite.
- e We use/don't use an exclamation mark (!) with the imperative when we want our words to be strong.

Check it page 74

- 2 Use imperatives and the words given to write typical school rules.

- 1 be late
Don't be late.
- 2 bring your books
- 3 do your homework
- 4 listen to the teacher
- 5 write on the desk
- 6 use your mobile phone without permission

- 3 Read the text about passwords and choose the correct alternative.

HOW TO CREATE A GOOD PASSWORD

Passwords keep your information safe. (a) Choose/Don't choose yours carefully!

To create a good password, (b) make/don't make it long and difficult for other people to guess. (c) Use/Don't use a combination of capital letters, small letters, numbers and punctuation. (d) Include/Don't include personal information, for example your birthday or your pet's name – it's easy for somebody to find this out!

To protect your password, (e) keep/don't keep it secret! (f) Write/Don't write your password in an email. Sometimes you get an email from someone you don't know that asks for your password. (g) Do/Don't do it! They can get all your information!



Developing writing

A personal profile

1a Read the personal profile.

Timeline ▾ About Friends Photos More ▾

Personal Profile



My name's Gabriela Cruz. I'm 12 years old. I'm Mexican. I'm from Mexico City. My birthday is in January.

My father is called Juan. He's from Mexico and my mother's from Spain, her name's Sofia. I've got two brothers and a sister. Their names are Diego, Andres and Xenia. We've got a dog called Antonela but we call her Nela.

I'm really into music and films. I've got a big collection of songs online. My favourite singer is Shawn Mendes.

1b Complete the fact file with information from the profile.

Fact File

Name:	
Surname:	
Age:	
Nationality:	
Family – parents:	
Family – brothers/sisters:	
Pets:	
Hobbies:	

2 Look at the Writing bank below and Gabriela's profile in 1a. Does she follow the advice in the Writing bank?

Writing bank Organising information

- Use paragraphs to group related ideas.
- Use the pronouns *I, you, he, she, it, they* for people, places or things so names are not repeated.

3 Read this personal profile and put the sentences in order from 1–10. Use the ideas in the Writing bank to help you.

- a I've got a little brother. His name is Oliver but we call him Olly.
- b I'm from the UK. I live in Herne Bay.
- c My mother's name is Alison.
- d My name's Ben Williams. I'm 12 years old.
- e My hobbies are football and swimming. My favourite football team is Manchester United.
- f My father is called Joseph and he's British.
- g He's five years old.
- h I've got a big dog.
- i She's Australian.
- j Its name is Max.

4 Complete the profile with the correct subject pronouns and possessive adjectives.

(a) name's Lena Dubois.
(b) am French. (c) 'm 13 years old. (d) birthday is in June. (e) parents are French, too.
(f) names are Marion and Alain. I've got one brother. (g) name's Chris.
(h) 's got two cats. (i) names are Bella and Chloe. (j) 're cute.

5 Complete the fact file with information about yourself.

Fact File

Name:	
Surname:	
Age:	
Nationality:	
Family – parents:	
Family – brothers/sisters:	
Pets:	
Hobbies:	

Practice makes perfect

6a Write your personal profile. Use the information in your fact file in 5. Use the model and the Writing bank to help you.

6b When you finish, use the Writing checklist on page 149 to check it.

**to be**

Affirmative	I'm (am) Alex. You're (are) British. He/She/It's (is) American. We're (are) from Bali. They're (are) 13.	Question form	Am I American? Are you happy? Is he/she/it from China? Are we Australian? Are they Mexican?
Negative	I'm not (am not) Amelia. You aren't (are not) American. He/She/It isn't (is not) Spanish. We aren't (are not) Australian. They aren't (are not) 15.	Short answers	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./No, he/she/it isn't. Yes, we are./No, we aren't. Yes, they are./No, they aren't.

- We use *to be* to describe a person's nationality, age, appearance, etc.
She is American.
- We do not use contractions ('m, 're, 's, etc.) in affirmative short answers.
Yes, I am.

have got

Affirmative	I've got (have got) a brother. You've got (have got) a sister. He/She/It's got (has got) a dog. We've got (have got) a house. They've got (have got) children.	Question form	Have I got your book? Have you got a phone? Has he/she/it got a dog? Have we got our books? Have they got brothers?
Negative	I haven't got (have not got) a phone. You haven't got (have not got) a sister. He/She/It hasn't got (has not got) a pen. We haven't got (have not got) our books. They haven't got (have not got) a calculator.	Short answers	Yes, I have./No, I haven't. Yes, you have./No, you haven't. Yes, he/she/it has./No, he/she/it hasn't. Yes, we have./No, we haven't. Yes, they have./No, they haven't

- We use *have got* to talk about the things we possess.

Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

*My name is Alex.
Is this your bag?
Their mother is Japanese.*

Vocabulary**1 Countries**

Argentina • Australia • Brazil • China • Egypt •
Germany • Japan • Mexico • Russia • Spain •
the UK • the US • Turkey

2 Nationalities

American • Argentinian • Australian • Brazilian •
British • Chinese • Egyptian • German • Japanese •
Mexican • Russian • Spanish • Turkish

3 The family

aunt • brother • cousin • daughter • father •
grandchildren • grandfather • grandmother •
grandparents • husband • mother • nephew •
niece • parents • sister • son • uncle • wife



Grammar test

to be

- 1 Complete the dialogue with the correct form of the verb *to be*.

Jane: (a) you from Argentina?
Gabriel: No, I (b)
Jane: Oh! (c) you and your sister from Brazil?
Gabriel: Yes, we (d) from Rio de Janeiro.
Jane: (e) Rio de Janeiro the capital city?
Gabriel: No, it (f) The capital (g) Brasilia.

/ 7 points

have got

- 2 Choose the correct alternative.

- 1 I has/have got a phone.
- 2 Alice and Mark has/have got a dog.
- 3 We hasn't/haven't got our phones here.
- 4 Has Tom/Have Tom got a brother?
Yes, he has/have!
- 5 Has Mary and Harry/Have Mary and Harry
got cousins? No, they hasn't/haven't!

/ 7 points

Possessive adjectives

- 3 Complete the sentences with the correct possessive adjectives.

- 1 I've got a brother. name is Paul.
- 2 I've got a cat. cat is black.
- 3 Charlie and Clare have got a dog.
..... name is Rufus.
- 4 We learn English at school. teacher is Sarah.
- 5 May's got a brother and a sister.
..... brother is 10 years old and
..... sister is 15.

/ 6 points

Vocabulary test

Countries

- 1 Write the correct country in the box for each capital city.

Argentina • Australia • Brazil • Egypt •
Germany • Japan

- 1 Buenos Aires
- 2 Cairo
- 3 Berlin
- 4 Tokyo
- 5 Rio de Janeiro
- 6 Sydney

/ 6 points

Nationalities

- 2 Write the nationalities

- 1 She's from Brazil. She's
- 2 They're from the UK. They're
- 3 He's from the US. He's
- 4 We're from Mexico. We're
- 5 I'm from China. I'm
- 6 You're from Spain. You're
- 7 They're from Turkey. They're

/ 7 points

The family

- 3 Complete these sentences with the correct word.

- 1 My father's brother is my
- 2 My mother's mother is my
- 3 My father's father is my
- 4 My mother's daughter is my

- 5 My sister's daughter is my
- 6 My mother's sister is my
- 7 My brother is my father's

/ 7 points

Total:

/ 40 points

MY SCHOOL DAY

2



Vocabulary in context

School subjects

Everyday objects

- 1a** **SPEAKING** Look at the icons. Match the school subjects (a–l) to the words in the box.

25 School subjects

- art • computer science • DT (design and technology)
- drama • English • French • geography • history
- maths • music • PE (physical education) • science



- 1b** **26** Listen and check your answers.

- 2a** Complete the table with some of the words in 1a.

Subjects you like	Subjects you're good at

- 2b** **SPEAKING** Compare your answers. Are they similar?

I like maths. But I'm good at history.

- 3** **SPEAKING** Which of these objects have you got in your schoolbag? Check that you understand all the words. Use a dictionary if necessary.

27 Everyday objects

- calculator • earphones • folder • glasses • laptop
- marker pens • pencil case • phone • snack
- trainers • water bottle

- 4a** Complete the quiz with the words in 3.

What's in your schoolbag?

- 1** The digital pocket is originally from Japan. It's ... years old.
a) 50 b) 100 c) 150
- 2** They are eyeglasses in the US and in the UK. They're originally from Italy. They're ... years old.
a) 50 b) 200 c) over 700
- 3** I keep my pens here. Some people think the is from China. It's over ... years old.
a) 100 b) 200 c) 500
- 4** The mobile (without Internet!) is from the US. It's over ... years old.
a) 100 b) 50 c) 30
- 5** The name comes from 'training shoes'. They're called sneakers in the US. They are over ... years old.
a) 100 b) 50 c) 20

- 4b** **SPEAKING** Now do the quiz in 4a.

- 5** **28** Listen to these students. Match the students to the things they have got in their bags and the school subjects.

- | | | |
|---|----------|-----------|
| 1 | a laptop | science |
| 2 | trainers | maths |
| 3 | a phone | geography |
| 4 | folders | English |
| | | PE |
| | | French |

Use it ... don't lose it!

- 6** **SPEAKING** Answer the question.

Which objects are in your bag on Monday?

On Monday, I've got my maths textbook, my laptop ...

Reach higher

page 142



Reading

- 1 **SPEAKING** Look at the photos of students from different countries. Read the text quickly. Are these schools different from your school?

SCHOOLS WITH A DIFFERENCE

A AGORA SCHOOL, ROERMOND, THE NETHERLANDS

Many schools have got classrooms and tests, but not mine. At Agora, we have open areas and meeting rooms. I choose what I want to learn each day. In the morning, I show the class my plan for the day and they show me theirs. My project today is to build a table and I learn maths to help me. My classmate's project is to learn about horses and another student wants to learn Spanish. We do our projects, then there's lunch and quiet reading or thinking time. Then we do our projects again. In Agora, the teachers are like 'coaches', they guide our work and help us look for solutions. I get help from other students or their families, too. I also search for information on my laptop or phone.

B THINK GLOBAL

My school, THINK Global, is a travelling secondary school. My friends at school are from all over the world. I bring my culture and they bring theirs. We live in four countries each year. So, one year we go to countries like China, Panama or Greece and the next year to India, Japan or Spain. We learn languages and eat and cook food from these different countries and we also work on our teachers' projects about the place. We study biology in a river, music in a recording studio, and history in a museum. Then we do our own project in each country and we give a presentation to local experts.

C URBAN ACADEMY LAB, NEW YORK, THE US

At my school, Urban Academy Lab, we've got classes with students of different ages. We choose the classes we want to do from a course catalogue. So, one day, I do an English writing class and my classmate does art. Then I change and do science and she does music. I do my subjects and she does hers. Sometimes, I choose courses of my favourite subjects and sometimes it's a subject I need help with. Our classes start with discussions. The teachers guide the discussions and help us find our own answers. We have no tests. We show what we know during the class and in our assignments. On Wednesday afternoons, we work in our local community. Some students work at art galleries and some students at museums, schools or hospitals.

- 2 Read the text about three different schools again. Which of the following topics are not mentioned?

School subjects

School timetable

School uniforms

Teachers

Exam tip

To do exercise 2, is it a good idea to read the text quickly or slowly? Why?

- 3 29 Read the text again. Choose the correct answers.

THINK Urban

Global Academy

In which schools do students ...

Agora

1 have projects?

(A)

(B)

(C)

2 not have tests?

(A)

(B)

(C)

3 share their plans with their class?

(A)

(B)

(C)

4 study in other countries?

(A)

(B)

(C)

5 present their work to local people?

(A)

(B)

(C)

6 use their phones?

(A)

(B)

(C)

7 choose their subjects?

(A)

(B)

(C)

- 4 What do the underlined words in the text mean? Guess and then check in your dictionary.

- 5 **SPEAKING** Answer the questions.

- 1 Is your school similar or different to these schools?
2 Which is your favourite school out of these three? Why?

Critical thinkers

In your opinion, what's important to learn at school?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.

Grammar in context 1

Possessive 's

- 1** We use the apostrophe ('') to show possession. Look at the sentences (a–c) and then match them to rules (1–3).
- a We work on our **teachers'** projects.
 b I get help from other **people's** families.
 c In **Sander and Emma's** schools, the teachers guide their work.
- 1** We use '**s**' after singular names, nouns or plural nouns not ending in **-s**.
2 We add an apostrophe ('') after plural nouns ending in **-s**.
3 When we name more than one person, the '**s**' goes after the last person.

2 Now match each rule (1–3) in 1 to the sentences below (a–d).

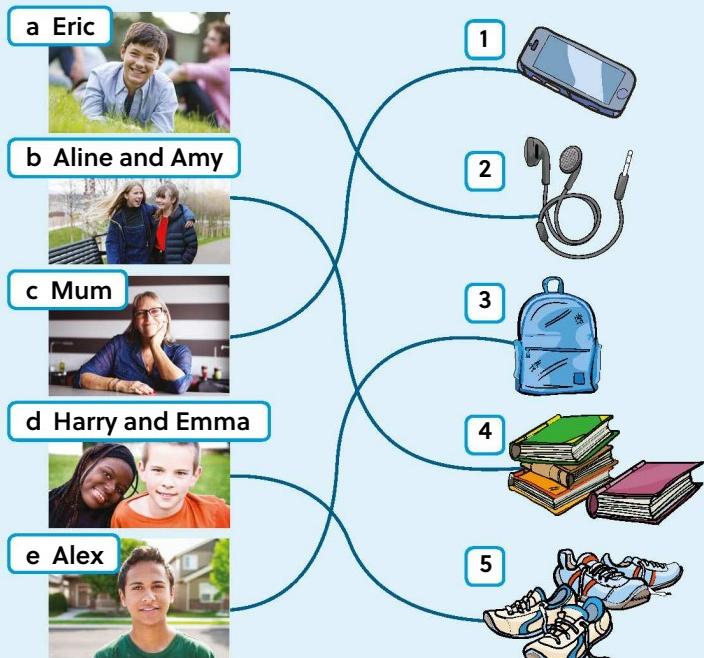
- a Eva and Vicky's mother works at our school.
 b Oliver's favourite school subject is art.
 c Peter's trainers are new.
 d My cousins' teacher is called Mark.

Check it page 34

3 Choose the correct alternative.

- 1 This is my schoolbag and that one is Lucy's/Lucys'.
 2 They're my sisters/sister's marker pens.
 3 My brother's/brothers' favourite subject is geography. They both love it!
 4 This is our grandparent's/grandparents' house.
 5 My friend's/friends' names are Lucia and David.

4 Look at the people and their possessions. Then complete the sentences.



- 1 It's **Mum's phone**
 2 They're
 3 It's

- 4 They're
 5 They're

- 5** Point to an object in the classroom.
Whose is it?

It's Ben's water bottle.

Possessive pronouns

6a Look at the sentences (1–3) and then complete the rules (a–b).

The words in blue are possessive **adjectives**. The words in red are possessive **pronouns**.

- 1 I do **my** subjects and she does **hers**.
 2 I bring **my** culture and they bring **theirs**.
 3 Many schools have got classrooms and tests but not **mine**.
- a There is/isn't a noun after possessive adjectives.
 b There is/isn't a noun after possessive pronouns.

6b Look at the table and complete the possessive pronouns.

Subject	Possessive adjective	Possessive pronoun
I	my school	1
you	your school	yours
he	his school	his
she	her school	2
we	our school	ours
they	their school	3

Check it page 34

7 Rewrite the underlined words using possessive pronouns.

- 1 Is that my calculator? Is that **mine**?
 2 Are they our pencil cases? Are they?
 3 Is that Jack's schoolbag? Is that?
 4 Is it Alisha's laptop? Is it?
 5 Are they your marker pens? Are they?
 6 Whose snack is it? Is it my snack? Is it?

8 Complete the sentences with the correct form of the possessive pronoun.

- 1 This book is **mine** See? This is my name.
 2 Are these your sister's glasses? Yes, they're
 3 Please give it back to me. It's It isn't yours!
 4 This is your laptop. It's
 5 Whose pencil case is this? I think it's my brother's. Yes, it's
 6 That isn't our car. is red.
 7 These books are Jane and Daisy's. They're

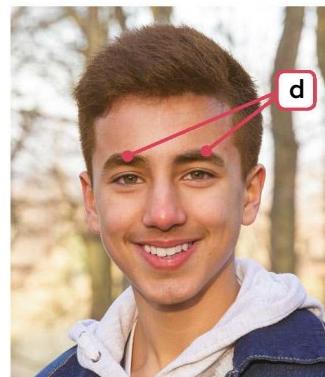
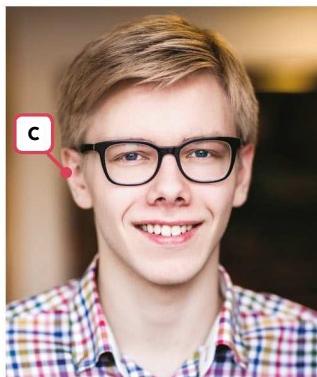
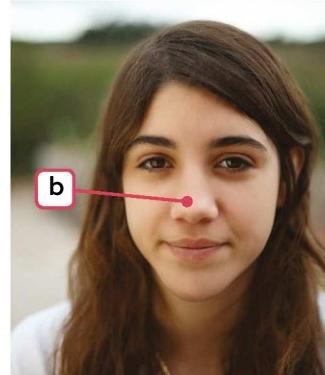
Vocabulary

Describing faces

- 1 **SPEAKING** Match parts of the face (a–d) to some of the words in the box. Use a dictionary if necessary.

30 Parts of the face

ear • eye • eyebrows • hair • lips • mouth • nose • teeth



- 9b Which plural nouns are regular? Which are irregular?

Check it page 34

- 10 Complete the text with the plural forms of the nouns in the box.

country • family • party • student

About Blog Archive More▼

SCHOOL traditions

In many (a) students have a big party or dance at the end of their last year of secondary school.

- In the US and the UK, they call it a *Prom*, 'a promenade dance'.
- In Australia, they call these (b) *School Formals*. In Ireland, schools have a *Debutante Ball*, or *debs*, four months after the end of classes.
- In Poland, they have their party 100 days before the final exams. They call it *Studniówka*. All of these parties are formal so (c) wear formal clothes and sometimes their (d) go to the party, too!

Use it ... don't lose it!

- 11 **SPEAKING** Write a list of school traditions in your country and compare with your partner.

Reach higher

page 142

- 2a **SPEAKING** Which of these adjectives describe the parts of the face in 1? Check that you understand the meaning. Use your dictionary if necessary.

31 Adjectives to describe faces

blonde • blue • brown • curly • dark • fair • green • grey • long • red • short • straight • thick • thin

- 2b Read the description and identify the person in 1.

She's got blonde hair. It's long and curly. Her eyes are green. She's got thin eyebrows and a small nose.

- 3 **SPEAKING** Choose a photo in 1 and describe it. Who is it?

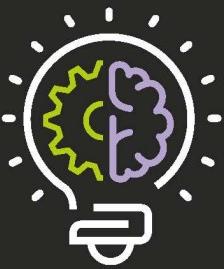
Use it ... don't lose it!

- 4 **SPEAKING** Play a game. Take turns to describe one student in your class. Who is it?

She's got brown eyes ...

Reach higher

page 142



GREAT LEARNERS GREAT THINKERS

AWESOME SCHOOLS

Lesson aim: To think about different school systems

Video: Japanese high school life

SEL Social and emotional learning: Appreciating diversity

1 **SPEAKING** Ask and answer these questions.

- 1 What do you know about Japan? List three things.
- 2 Do you think schools in Japan are similar to or different from your school?

2 **VIDEO** Watch the video and answer the questions. Tick (✓) Sophie's favourite things in her school in Japan.

- | | |
|-------------------------------|--------------------------|
| 1 cleaning the classroom | <input type="checkbox"/> |
| 2 her bicycle to go to school | <input type="checkbox"/> |
| 3 the shoe box for her shoes | <input type="checkbox"/> |
| 4 her school uniform | <input type="checkbox"/> |
| 5 bentos/packed lunches | <input type="checkbox"/> |

3a **VIDEO** Watch the video again. Are these sentences True (T) or False (F)?

- | | |
|--|-----|
| 1 Sophie is from Germany. | T/F |
| 2 Sophie's a student at a Japanese high school for one year. | T/F |
| 3 Sophie has a bicycle to go to school every day. | T/F |
| 4 Four students have got one shoe box at school. | T/F |
| 5 Sophie is in the second year of high school. | T/F |
| 6 Elementary school in Japan is six years. | T/F |

3b Correct the false sentences in 3a. Watch the video again if necessary.

4 Read the text and answer the questions.

ABOUT **FEATURED** **ARCHIVED** **COMMUNITY**

A day in the life of Finnish students

It's five past nine and the students are at the Störnberg Comprehensive School in Finland. They say 'hello' to their classmates and their teachers. Students call their teachers by their first names. They work hard, but they sit on sofas, too. In the classes, the students are of different ages. They have lessons of 45 minutes. Then, they go out to have a break of 15 minutes, even in winter! Every student eats lunch at school. After lunch they have lessons again. They finish school at one-thirty. They have 30 minutes of homework a day. In the afternoon and evening, they play with their family.

- | | |
|----------------------------------|-------------------------------|
| 1 Where is the school? | 4 When is playtime? |
| 2 Are the lessons short or long? | 5 Is the school day long? |
| 3 Where is playtime? | 6 Is there a lot of homework? |





GREAT THINKERS



The 4 Cs: Connections, Challenges, Concepts, Changes

5 **SPEAKING** Follow these instructions.

- 1 **Make connections.** Is school life in Japan and in Finland similar to your school life?
- 2 **Challenge.** What ideas or opinions in the video and text do/don't you agree with?
- 3 Which ideas or **concepts** are important to remember?
- 4 Which **changes** are important? What's different?
- 5 Now share your ideas in small groups.

6 **SPEAKING** Now you know about schools in other countries. Write three things that are similar and three things that are different in your school.

GREAT LEARNERS **SEL**



Great learners value diversity.

In this lesson, you look at different school systems. Why is it important to think about new ideas?

Learner profile ➤ page 150

Listening

- 1 **SPEAKING**  Look at the photos of a school and answer the questions.

- 1 In your opinion, what country are the students from?
- 2 Is this school similar to your school? Why/Why not?



- 2  Listen to a school radio programme about the differences between school in the UK and the US. Complete the notes with one word, a number or a time.

Sam is (a) ... years old.

In the UK ...

- school starts at (b)
- classes have got about (c) students.
- the summer holiday is (d) weeks.
- all students wear school (e)
- students take a bus or go by (f)

- 3  Listen again and check your answers.

4 Critical thinkers

In your opinion, is it good to start school early or late?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



Question words

- 1a Look at the questions and check you understand the question words in bold.

- 1 **How** old are you?
- 2 **Where** are you from?
- 3 **What** is the difference between school here and in the UK?
- 4 **When** is home time?
- 5 **Which** subjects are there in the UK?
- 6 **How much** homework have you got in the UK?
- 7 **How many** students are in a class?
- 8 **Why** is your summer holiday short?
- 9 **Who** wears a uniform in the UK?
- 10 **How** do students go to school?

- 1b Now complete the rules with the question words in 1a.

We use ...

- 1 **what** to ask about things and people.
- 2 to ask about a place.
- 3 to ask about a reason.
- 4 to ask about a person.
- 5 to ask about a quantity.
- 6 to ask about the way we do things.
- 7 to ask about specific things.
- 8 to ask about a date or a time.

 Check it page 34

2 Write questions using the words.

- 1 When / your birthday?

When is your birthday? ?

- 2 What / your favourite subject at school?

..... ?

- 3 What colour / your bag?

..... ?

- 4 How many people / in your family?

..... ?

- 5 What / your favourite hobby?

..... ?

- 6 Where / your house?

..... ?

- 7 Who / your favourite singer?

..... ?

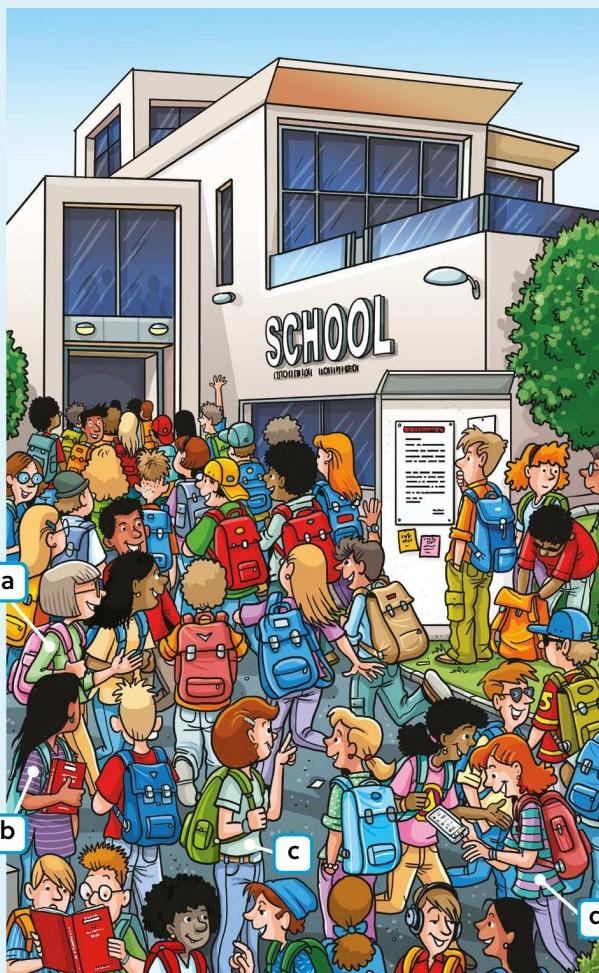
Use it ... don't lose it!

- 3 **SPEAKING**  Use the questions in 2 to interview your partner.

Reach higher  page 142

this, that, these, those

4a Look at the picture and read the sentences. Match the people in the picture (a–d) to the sentences (1–4).



- 1 This phone is great.
- 2 That boy over there is Alex. He's new.
- 3 Look! See those two boys with the red schoolbags? They're in my maths class.
- 4 These girls here are in my English class. The girl with the pink bag is Anna.

4b Complete the rules with the words in bold in 4a.

We use ...

- 1 to talk about a person or a thing near us.
- 2 to talk about a person or a thing far from us.
- 3 to talk about people or things near us.
- 4 to talk about people or things far from us.

Check it page 34

5 Choose the correct alternative.

- 1 Is that/those your laptop on the table?
- 2 Are this/these earphones yours?
- 3 This/These French book is mine.
- 4 I think that/those is Helen's pen.
- 5 Are this/these trainers Ben's?

Articles

6a Match the sentences (1–5) to the rules (a–e).

- 1 I'm **a** new student here.
- 2 I live in **a** small town. **The** town's Visby.
- 3 **(–)** Students wear uniforms.
- 4 It's **an** interesting experience!
- 5 **The** students there have English and maths.

We use ...

- a **an** when the next word begins with a vowel (a, e, i, o, u) sound.
- b **a/an** the first time we talk about something.
- c **the** to talk about specific things or people.
- d **the** to talk about something for the second or third time.
- e no article to talk about something in general.

Check it page 34

6b Look at the sentences and choose the correct alternative.

- 1 We use the/– calculators in maths.
- 2 Matt's got the/a brother.
- 3 The/– students at our school learn Japanese.
- 4 Grace's mum is a/an English teacher.
- 5 There's a photo of Richard in this book but a/the photo's quite old.

7 Read about a school trip. Choose the correct alternative.

ABOUT US NEWS STUDENTS PARENTS CONTACT US

School trip, Wednesday, 15th October

Hello everyone. We've got (a) a/an school trip to the People's History Museum in Manchester next week on Wednesday. (b) The/These trip costs £15. Please give (c) the/a money to (d) the/– school secretary. Her name is Mrs Weaver.

(e) The/– bus leaves at nine o'clock and we get back to school at half past four in (f) the/– afternoon. We've got a folder for your work at (g) the/that museum but please bring (h) a/an water bottle and (i) a/an extra snack.

Use it ... don't lose it!

8a Complete the sentences with **a**, **an**, **the** or **–** (no article).

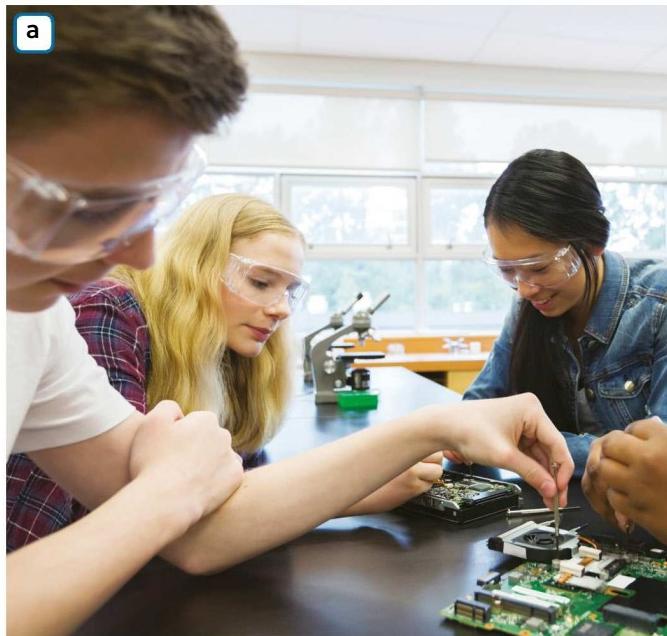
- 1 How long is lesson?
- 2 What do you prefer, art or maths?
- 3 Have we got school trip this year?
- 4 What time is next break?

8b Ask and answer the questions in 8a.

Reach higher → page 142

Developing speaking

Describing people



1 **SPEAKING** Look at the photos and answer the questions.

- 1 Who are they?
- 2 Where are they?
- 3 How old are they?
- 4 Are they happy or sad?
- 5 Have the girls got long or short hair?
- 6 Have the boys got long or short hair?

2a **33** Listen to two people talking about the photos. Which photo do they describe?

2b Complete the dialogue.

Lucy: Hey. What's that? Is it a (a) of your school?

Matt: Yeah. These are my (b)

Lucy: And who's that? The girl with the (c) hair.

Matt: Is her hair light brown or blonde?

Lucy: (d)

Matt: Oh, that's Paula. Her hair's (e) isn't it?

Lucy: Yes, it is. And which one is the new boy in your class?

Matt: Who? Richard? He's got (f) hair. He's the boy on the left. He's (g) tall.

2c **33** Listen and check your answers.

3 Look at the information in the Speaking bank. Tick (✓) the expressions that the speakers use in 2a.

Speaking bank Useful language for describing people

- With just an adjective, we use *be*.
- With a noun (with or without an adjective), we use *have got*.
- To make an adjective extreme, we add *very/really*.
- To make an adjective soft, we add *not very/a bit/quite*.

4 **SPEAKING** What's the difference between the two photos? Practise the model dialogue, describing other people in the photos and guess which photo it is.

In this photo, a boy has got short brown hair ...

It's photo a!

Yes! Your turn!

In this photo, a girl has ...

Practice makes perfect

5 **SPEAKING** Student A, turn to page 157. Student B, turn to page 158. Then take turns to describe and identify the people in the photo. Remember to use the information in the Speaking bank.

Developing writing

An informal email

1 SPEAKING Answer the questions.

- 1 What are international students?
- 2 Is it useful to study in a different country? Why?

2 Read the text. Check your answers to the questions in 1.

Culture exchange



International students in Canada

International students move to a different country to study at school or university. They are there for part or all of the school year.

International students in Canada are mainly from India, South Korea, France, Japan and Mexico, but they are also from other countries. Canadian schools and universities are popular destinations for international students, with over 640,000 international students in 2019. About 13.5% of these students are at secondary schools and over 76% of them are at universities.

International students live in different parts of Canada. But 84% of these students are in towns and cities in the regions of British Columbia, Ontario and Quebec.



3a Read Tom's email. When has he got maths?

From: Tom

Hi Ethan!

A My name's Thomas Wilson. I'm 15 years old. I'm your new exchange student. I'm from Toronto, in Canada.

B I've got two sisters and one brother. I'm tall and I've got brown eyes and brown hair. My brother's tall, too. He's 14. His name is Liam. And my sisters are Abigail and Ava. Our parents are Nicole and Paul.

C My school is Garth Webb Secondary School. It's quite big. It's got about 1,000 students. At my school we study Grades 9–12. School starts at 8.30 am and finishes at 2.45 pm. My favourite subjects are maths and science. I've got maths on Mondays and Wednesdays and science on Tuesdays and Fridays.

D We've got great after-school activities. I'm in the school robotics club and I also do school broadcasting club – you can see me on our YouTube™ channel!

Write back soon and tell me about yourself.

All the best

Tom

3b Put the topics Tom writes about in order.

- a My family
- b About me
- c About school
- d After-school activities

3c Read Tom's email again and answer the questions.

- 1 How old are you?
I'm 15 years old.
- 2 Where are you from?
.....
- 3 What's your school's name?
.....
- 4 How many students has your school got?
.....
- 5 What are your favourite subjects?
.....
- 6 Have you got after-school activities? What are they?
.....

4a Read the Writing bank.

Writing bank Writing informal emails

- Start with *Hi*, *Hello* or *Dear*.
- Only write the person's first name (*Ethan*) not their surname.
- Use contractions when possible, e.g. *My name's ... We've got ...*
- Finish the email with *Write back soon*, *All the best* or *Best wishes*, and your first name.

4b Now use the Writing bank and the email in 3a to correct these sentences.

- 1 Hi Emily Anderson!
- 2 I have got curly hair.
- 3 Write back soon and tell about yourself.
- 4 Goodbye

4c Answer the questions in 3c about yourself.

Exam tip

In this type of writing task, why is it important to organise your writing into paragraphs?

Practice makes perfect

- 5 Imagine you are Tom's student exchange partner. Write back to Tom with information about you. Use the Writing checklist on page 149 to check your email.



Possessive 's

- We use 's to indicate possession.
A student's project.
- When there is more than one person named, we put 's after the last person.
Emma and Maribel's teacher.
- When a noun is plural and ends with an -s, we just add an apostrophe (''.
Our teachers' projects.

Possessive pronouns

Singular	Plural
mine	ours
yours	yours
his/hers/its	theirs

- We use possessive pronouns when we do not repeat the noun.
My name is Alex and hers is Aline.
I show my plan and they show theirs.
His schoolbag is new. Mine is old.

Regular and irregular plural nouns

- To make regular plural nouns, we add -s:
book → books phone → phones
girl → girls boy → boys
- Some nouns end in consonant + y. The plural form ends in -ies:
country → countries family → families
baby → babies story → stories
- Some nouns have irregular plural forms:
child → children person → people
man → men woman → women

Question words

- We use *how many* to ask about quantities (countable).
- We use *how much* to ask about prices and quantities (uncountables).
- We use *what* to ask about things.
- We use *what time* to ask about the times of the day.
- We use *when* to ask about time in general.
- We use *where* to ask about places.
- We use *which* to ask about specific things.
- We use *who* to ask about people.
- We use *why* to ask for explanations.
- We use *how* to ask about the way we do things.

this, that, these, those

Singular	Plural
This is my father.	These are my parents.
That is my brother.	Those are my cousins.

- We use *this* and *these* for people and objects that are close to the speaker.
- We use *that* and *those* for people and objects that are distant from the speaker.

Articles

a/an

- We use *a/an* when we mention something for the first time, or to say that the person or thing is one of a number of things or people. *An* comes before a vowel sound.
I've got a cousin.

the

- We use *the* to talk about something or somebody mentioned before.
This is a good school. The school is not very big.
- We also use *the* to talk about a specific thing.
The book on the table is mine.

no article

- We do not use an article when we are talking about things in general.
I like history.

Vocabulary

1 School subjects

art • computer science • DT (design and technology) • drama • English • French • geography • history • maths • music • PE (physical education) • science

2 Everyday objects

calculator • earphones • folder • glasses • laptop • marker pens • pencil case • phone • snack • trainers • water bottle

3 Parts of the face

ear • eye • eyebrows • hair • lips • mouth • nose • teeth

4 Adjectives to describe faces

blonde • blue • brown • curly • dark • fair • green • grey • long • red • short • straight • thick • thin



Grammar test

Possessive 's and possessive pronouns

- 1 Complete the sentences with these words. There are eight words but only six spaces.

her • hers • mine • my • sister's • sisters' • their • theirs

1 I've got a phone.

That's (a) phone.
That phone is (b)

2 My sister has got a phone.

It's my (c) phone.
That phone is (d)

3 My sisters have got a phone.

It's my (e) phone.
That phone is (f)

/ 6 points

Regular and irregular plural nouns

- 2 Write the plural form of the words.

1 country	3 friend
person	man
2 child	4 woman
family	girl

/ 4 points

Question words

- 3 Complete the questions with the correct Wh- question word.

- 1 is your birthday?
2 isn't Katy at school today?
3 is your English teacher?
4 many subjects have you got today?
5 is my book? It isn't in my schoolbag.
6 colour is her hair?

/ 6 points

this, that, these, those and articles

- 4 Complete the text with *that*, *those*, *a*, *an*, *the*, or – (no article). Use each word once only.

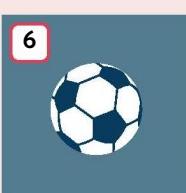
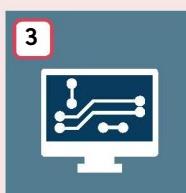
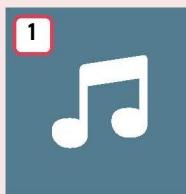
Oscar is (1) new student at school. He's from (2) UK. His favourite subject is (3) maths. Look, his family's over there. (4) 's his sister and (5) are his brothers. They live in (6) old house near the school.

/ 6 points

Vocabulary test

School subjects

- 1 What are the school subjects?



1 4
2 5
3 6

/ 6 points

Everyday objects

- 2 What are the objects?

You use this object to ...

- 1 write.
2 add numbers.
3 listen to music.
4 talk to friends and family.
5 drink water.
6 look at the Internet or do your homework.

/ 6 points

Describing faces

- 3 Complete the description of the girl with parts of the face and adjectives.

This girl's hair is (a) and (b) She's got big (c) They're brown. She's got thin (d) and (e) eyebrows. She's got a small (f)



/ 6 points

Reading

Reading exam tip

In activities where you match people and information, remember ...
Read all the texts first before you look at the questions.
Check for answers in all the texts.

Speaking

Speaking exam tip

In speaking exams when you answer personal questions, remember ...
Try to speak clearly and give more than one-word answers. Give as much information as you can.

1 SPEAKING Talk about:

- where your family live
- what they look like
- what their hobbies are.

2 Read the three texts quickly. Tick (✓) the information the boys give about:

- | | | |
|-------------------|-----------------|--------------|
| • where they live | • their hobbies | • their age |
| • their family | • their houses | • their pets |

3 Now read the texts again and choose the correct answer for each question.

My family



Leo

A Hi! I'm Leo and I'm from Brazil. I have lots of people in my family! I live with my parents and they are really good fun. I play football with my dad but we like different teams! My mum's tall with brown eyes and hair. I am tall and my eyes and hair are brown, too. My favourite person is my grandad. He's tall with dark hair and blue eyes. I spend a lot of time with him because we like playing games on our smartphones together.



Zak

B My name's Zak and I live in Australia. I live with my mum and dad and my grandparents. We are all quite tall with dark hair. I've got a cat, Etta. I like going out to the park and playing Australian football with my friends. My favourite hobby is swimming. I like all my school subjects and I spend a lot of time on my computer.



Martin

C Hey! I'm Martin. My family is Spanish but we live in Mexico. My favourite subjects at school are English and maths. My dad is like me, because he is good at maths as well. I live with my parents and sister and we also have a cat, Sophie. But she is very lazy and sleeps all day. My hobby is doing maths sums and I listen to a lot of music. Sometimes I play my music too loud and my mum gets upset with me!

- 1 Whose hobby is one of his school subjects?
- 2 Who has got the same colour eyes and hair as his mum?
- 3 Who has got a pet?
- 4 Who lives in a different place now?
- 5 Who plays sports with friends?
- 6 Whose family are all similar?
- 7 Who has got the same hobby as another person in his family?

1 SPEAKING Look at these questions. The examiner may ask you questions like these at the start of the exam. Practise asking and answering these questions.

- What's your name?
- How old are you?
- Where are you from?
- Tell me where you live.
- Tell me who you live with.

2 Read the tip and think of your answers and your partner's answers.

Did you ...	You	Your partner
speak clearly?	Yes / No	Yes / No
give one-word answers?	Yes / No	Yes / No
give extra information?	Yes / No	Yes / No

3 SPEAKING Choose the best answers.

- 1 Where are you from?
 - a Galicia.
 - b I come from Galicia.
 - c I come from Galicia. It's a lovely place!
- 2 Tell me where you live.
 - a I live in Leon.
 - b Leon.
 - c I live in Leon. It's a big town.
- 3 Tell me who you live with.
 - a My mother and my grandmother.
 - b I live with my mother and my grandmother.
 - c Mother and grandmother.

Leo	Zak	Martin
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C



A typical family in your country – the statistics



1 SPEAKING Starting point

Look back at the Culture exchange text about the statistics of typical families in the UK on page 19. Is the information similar in your country?

2 SPEAKING Project task

Search for information on the Internet about the population, size of families, typical possessions and pets in your country so you can explain it to a class of teenagers from another country.

Prepare one of these:

- | | |
|----------------|-----------------------|
| A poster | C video message |
| B presentation | D information leaflet |

Research areas

- total population and number of families
- number of children in a family
- the possessions a typical family have (car, phones, etc.)
- pets and which pets they have got



3 Think about ...

Digital skills

Find information about families in your country from official websites and other sources.

Intercultural awareness

Families are sometimes different in different parts of the world. Explain what is different about families in your country compared to families in another country.

Collaboration

Divide the work in your team. For example, who's good at art, presentations, writing in English? Is everyone happy with their role?

Useful language

Is this a good ...? Yes, it is./No, it isn't.

I've got a good (picture/website) ...

Have you got ...? Yes, I have./No, I haven't.

Academic skills

Think about different ways to present information, for example:

- graphs or diagrams
- infographics
- tables

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories:

Content

Design

Presentation

Language

3



TIME OUT

1



Vocabulary in context

Everyday activities

Free-time activities

- 1a Look at the photos below. Point to the activities (a–d) you do.



- 1b SPEAKING Match the photos to some of the phrases in the box. Which activities are missing in the photos?

34 Everyday activities

brush your teeth • do homework • finish school
get up • go home • go to bed • go to school
go to sleep • have a shower • have breakfast
have dinner • have lunch • start school

- 2 SPEAKING Complete the table with the phrases in 1b.

Morning	Afternoon	Evening
get up		

- 3 SPEAKING Talk about your everyday activities.

I get up at seven o'clock. I have breakfast at ...

- 4 Match the phrases in the box to the photos (1–3) at the top of pages 38 and 39. Which ones are your favourite free-time activities?

35 Free-time activities

chat with friends • clean my room • do sport • draw a picture • listen to music • make food • make videos • meet up with friends • play an instrument • play online games • read books • send messages • watch films/TV

- 5 Complete the text about free-time activities in the UK with the verbs in 4.

Culture exchange



What do British teens do in their free time?

British teens spend a lot of time on screens in their free time. 99% of teens are online for about 20 hours a week! Sometimes they (a) their favourite vlogger. Sometimes they (b)



to music, (c) online games, (d) with friends or (e) and upload videos. Also, two out of five teens (f) sport three times a week, one in four (g) books for fun and 30% (h) an instrument.

Collaborative Project 2

page 63

- 6 36 Listen to five students talking about their everyday and free-time activities. Match the students (1–5) to the activities (a–e).

- | | |
|---------|------------------------------------|
| 1 May | a have lunch at home |
| 2 Jack | b play online games at the weekend |
| 3 Julia | c have lunch at school |
| 4 Hugo | d go to bed at half past ten |
| 5 Sue | e play tennis every day |

Use it ... don't lose it!

- 7 SPEAKING Ask and answer questions about your free-time activities. Use the phrases in 4. Which free-time activities do you do?

I play the drums.

When do you play the drums?

I play the drums on Mondays and Wednesdays.

Reach higher page 143



Reading

- 1 Read the article from a teen magazine. What's the difference between a normal school and a performing arts school?

AMAZING SCHOOL FOR YOUNG PERFORMERS

You want to be a musician or a dancer? In the UK, one way is to go to a performing arts school. Tring Park School for the Performing Arts is a school for talented dancers, musicians and actors from 7 to 19 years of age. It is a boarding school – students sleep and eat all their meals at school.



All students work hard to be famous. And some students, like Lily James (*Mamma Mia! Here We Go Again*) or Daisy Ridley (*Star Wars: The Rise of Skywalker*), become famous when they leave.

Students usually get up at about 7.15 am, they have a shower and they have breakfast. School starts at 8 am. In the morning, students have typical school lessons like maths, science and English. Then, they have 40 minutes for lunch. In the afternoon, they have acting, dance, singing and music lessons. School finishes at 6.30 pm. Students don't do many extra-curricular activities, like drama or music, because they study them at school! In the evenings, they do their homework. They share a dormitory with five other students.

'I like life at Tring Park School. It's different from ordinary school,' says a student. 'We are at school at weekends, so we go shopping, we play online games or chat with friends. On Saturday nights, we watch a film in our dorm. It's fun!'

- 2 37 Read the article again. Choose the best answers.

- 1 Tring Park School is a school for
 - a famous young students.
 - b good young actors.
 - c good young artists.
- 2 Students go to school
 - a from 8 am to 6.30 pm.
 - b from 9 am to 6.30 pm.
 - c from 8 am to 5.30 pm.
- 3 In the morning, students
 - a do artistic subjects.
 - b do the usual school subjects.
 - c do maths and drama.
- 4 In the afternoon, students
 - a do homework.
 - b do special subjects.
 - c go to their school clubs.
- 5 At weekends, students
 - a see their family.
 - b go to the cinema.
 - c have fun with their friends.



- 3 What do the underlined words in the article mean? Guess and then check in your dictionary.

- 4 SPEAKING Answer the questions.

- 1 Do you have performing arts schools in your country?
- 2 Do you want to go to a performing arts school? Why/Why not?

- 5 Critical thinkers

In your opinion, is it good for children to go to boarding school?

What makes you say that?

Use the text and other information to justify your opinions. Then share your ideas.

Grammar in context 1

Present simple – affirmative

1a Look at the sentences. When do verbs in the present simple finish in -s/-es?

- 1 School **starts** at eight o'clock and it **finishes** at 6.30.
- 2 Students usually **get** up at about 7.15 am, they **have** a shower and breakfast.
- 3 You **want** to be a musician or a dancer.
- 5 Daisy Ridley **acts** in *Star Wars: The Rise of Skywalker*.
- 6 At weekends, we **watch** a film in our dorm.
- 7 A student at Tring Park School **says** his school is different and he **has** many friends there.
- 8 I **like** life at Tring Park School.

1b Read the grammar rules for the present simple.

- a We use the present simple to talk about regular or routine actions.
- b We use the present simple to talk about things that are always or usually true.

1c Now match these sentences to the grammar rules in 1b.

- 1 Alice plays basketball every afternoon.
- 2 Julia loves online games.
- 3 They go swimming every week.
- 4 Students at boarding school usually sleep in dormitories.
- 5 We live in London.

Check it page 48

2a PRONUNCIATION Listen. Which of these words have the /ɪz/ sound at the end?

- | | |
|-------------|------------|
| 1 studies | 6 lives |
| 2 does | 7 watches |
| 3 finishes | 8 prepares |
| 4 takes | 9 chats |
| 5 organises | 10 changes |

2b PRONUNCIATION Listen again and practise saying the words.

3 Complete the sentences with the present simple form of the verbs given.

- 1 After school, Ben (**listen**) to music online.
- 2 My parents usually (**go**) shopping at the weekend.
- 3 Sarah (**have**) lunch at one o'clock.
- 4 I (**do**) maths and English homework on Saturdays.
- 5 Chloe and Harry (**get up**) at 7.30 am.
- 6 We (**start**) school at nine o'clock.

4 Complete the sentences with the present simple form of these verbs.

do • go • have • live • play • start

- 1 Serena Williams **plays** tennis for the US.
- 2 She a daughter called Alexis.
- 3 They in Florida.
- 4 Sophia's brother school at 8.30 am.
- 5 They to bed early because they're still young.
- 6 My friend homework every day.

Present simple – negative

5 Look at the sentences and complete the rules with **don't** or **doesn't**.

- 1 A student at Tring Park School **doesn't have** much free time.
- 2 Her family **doesn't live** near the school.
- 3 The students **don't have** their own bedroom.
- 4 They **don't do** many extra-curricular activities.
 - a After **he/she/it** we use
 - b After **I/you/we/they** we use
 - c After **don't** or **doesn't** we use the verb without **-s/-es**.

Check it page 48

6 Complete the sentences with the present simple form of the verbs given.

- 1 Helen and Emma **don't watch** (not watch) films.
- 2 Frank (not have) lunch at five o'clock.
- 3 You (not go) to sleep at two o'clock.
- 4 I (not like) online games.
- 5 We (get up) early at the weekend.
- 6 My friend (not finish) school at six o'clock.
- 7 They (not go) to school by car.
- 8 Eva (not play) an instrument.

7a Rewrite the sentences to make them true for you.

- 1 Our teacher lives in Australia.
Our teacher doesn't live in Australia. He/She lives in ...
- 2 I drive a sports car to school.
.....
- 3 My grandparents do hip-hop classes every week.
.....
- 4 My friends start school at 6 am.
.....
- 5 I brush my teeth eight times a day.
.....
- 6 We have dinner at 5 pm.
.....

7b SPEAKING Compare your sentences with a partner. Are they similar or different?

8a Look at the word cloud. Make as many correct sentences as possible with the words. You can use each word more than once.

we to
do does school listens
watch and goes Clare online watches
meet friends homework you
play sport go up with

8b Now make your sentences negative using *don't* and *doesn't*.

9a Complete the text with the correct affirmative or negative form of the verbs given.

Latest news Sport Entertainment Arts More ▾ Q

A DAY IN THE LIFE OF GAURIKA SINGH



Gaurika Singh (a) (be) Nepalese. She's an Olympian® but she's only 17 years old. She (b) (live) in London with her mum and dad and her brother. She (c) (not have) much free time because she (d) (study) at school and also (e) (swim) for 16 hours a week. She (f) (get up) at 6.30 am. She (g) (have) a shower and a healthy breakfast. She (h) (go) to school by car. After school she (i) (go) to the swimming pool near her house. She (j) (not do) much homework because she trains every evening. She has dinner at eight o'clock. She (k) (go) to sleep at 9.30. It's really hard work but it helps her to win lots of gold medals!

Use it ... don't lose it!

9b Which of the everyday and free-time activities that Gaurika Singh does, do you do? Which activities are different? Do you want to do a sport like Gaurika Singh? Why/Why not?

9c SPEAKING Compare your answers. Are they the same?

Reach higher

page 143

Vocabulary

Places in town

1a SPEAKING Match the photos (a–d) to four of these words.

39 Places in town

café • cinema • library • medical centre • park • restaurant • shopping centre • sports centre • supermarket • swimming pool • train station



1b Read the descriptions and write the place.

You ...

- 1 read here. *library*
- 2 watch films here.
- 3 go shopping here.
- 4 buy food here.
- 5 swim here.
- 6 do exercise here.
- 7 have a drink and something small to eat here.
- 8 take trains from here.
- 9 have lunch or dinner here.
- 10 go for a walk here.
- 11 go here when you don't feel well.

Use it ... don't lose it!

2 SPEAKING Which of the places in 1a do you have in your town or city?

We have a sports centre but we don't have a train station.

Where's the sports centre?

It's on Broad Street.

Reach higher

Unit 3

41



GREAT LEARNERS GREAT THINKERS

NEW HOBBIES

Lesson aim: To think about the benefits of doing a hobby

Video: Skate brothers

SEL Social and emotional learning: Reducing stress

1 **SPEAKING** What is your favourite hobby? Why is it important to do a hobby?

2 **VIDEO** Watch the video and tick (✓) the actions you see.

- A Two brothers skateboard inside a house.
- B A brother and sister skateboard together.
- C A boy and his brother in a bedroom.
- D A father and son skateboard together
- E A father and his two sons sit together.

3 **VIDEO** Watch the video again. Complete the sentences with the correct option.

- 1 Zion is eight/nine years old.
- 2 Zion skates most days/every day.
- 3 Zion sometimes/always wins skateboarding competitions.
- 4 Jax wants to be like his father/brother.

4 Match the words (1–4) to the definitions (a–d).

- | | |
|-------------------|--|
| 1 discover | a to make something less |
| 2 increase | b the feeling that you are sure about yourself |
| 3 self-confidence | c to find out something or to find a place or object |
| 4 reduce | d to make something more |

5 Read the article and answer the questions.

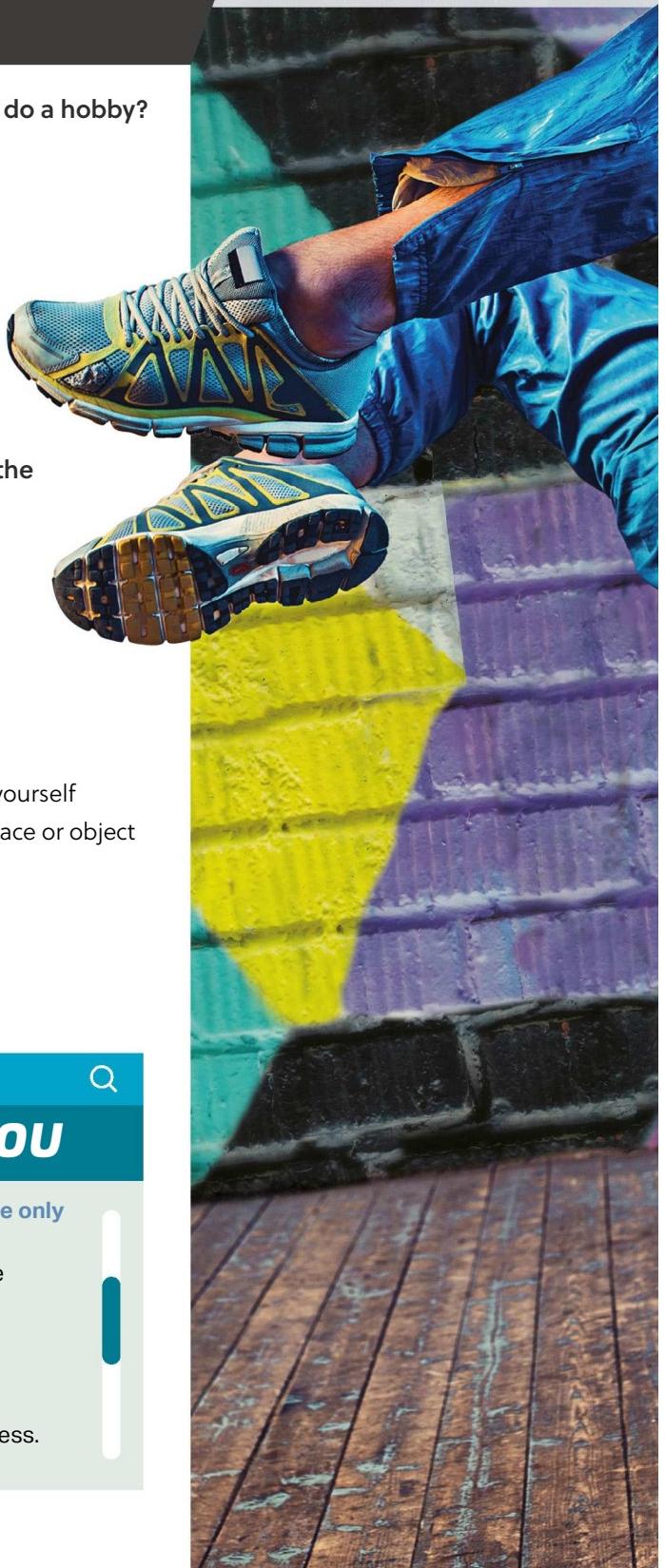
- 1 What are the positive things about doing a hobby?
- 2 Are these good reasons to do a hobby?

Blog Latest posts About

WHY HOBBIES ARE GOOD FOR YOU

Hobbies help you do something important: have fun! But this is not the only reason it's important to have a hobby.

- Hobbies help you meet new people and having friends with the same interests is very positive.
- Hobbies also help you discover what you like and what you don't like!
- We are often very good at our hobbies and this increases our self-confidence.
- Sports and physical hobbies, like skateboarding, help you reduce stress.



GREAT THINKERS

Sentence-Phrase-Word

6 SPEAKING Follow the instructions.

- Find one **sentence** in the text that talks about an important idea.
- Choose one **phrase** in the text that is interesting to you.
- Choose one **word** in the text that expresses its central idea.
- Share your sentence, phrase and word with other students. Are they similar?

7 SPEAKING These students want to start a new hobby. Choose a hobby from the box and compare your answers.

comic drawing • cooking • joining a book club •
playing football • playing an instrument

- Naomi likes exercise.
- Paul likes music.
- Laura likes art and comics.

8 SEL SPEAKING Put these ways of reducing stress in order of importance for you (1 = very important, 4 = important).

eat well get enough sleep
go outside do exercise

GREAT LEARNERS

Great learners never stop learning.

In this lesson, you discuss starting a new hobby. Why is it important to learn inside and outside school?

Learner profile page 150

Unit 3 43

1 SPEAKING Ask and answer the questions.



- 1 How often do you listen to music?
- 2 What kind of music do you like?
- 3 Do you know this musician?
- 4 What does she have in her hands?
- 5 What kind of music do you think she plays?

2a Listen to a radio programme about Grace VanderWaal. Choose the best answer.

- 1 Grace ...
 - a doesn't play an instrument.
 - b plays an instrument that only a few people play.
 - c plays an instrument that a lot of other teenagers also play.
- 2 When Grace writes songs ...
 - a she usually writes the words last.
 - b she asks her family to help.
 - c she tells lots of people.
- 3 The music that Grace plays ...
 - a is like Katy Perry's songs.
 - b is like the music her mum and dad listen to.
 - c is quite unusual.
- 4 Grace also ...
 - a writes music for films.
 - b sings in films.
 - c acts in films.
- 5 Grace makes her music in a studio ...
 - a in New York.
 - b in Los Angeles.
 - c at home.

Exam tip

In this multiple-choice exercise, why is it useful to read the questions and possible answers before you listen?

2b Listen again and check your answers.

3 **Critical thinkers**

In your opinion, is it good to be famous when you're a teenager?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Present simple – yes/no questions with do and short answers

1a Match the questions (1–4) to the short answers (a–d).

- 1 **Do** you **know** Grace VanderWaal?
 - 2 **Does** she **write** her own songs?
 - 3 **Does** she **go** to a big studio in New York?
 - 4 **Do** her mum and dad **like** music?
- a Yes, she **does**.
 - b No, I **don't**.
 - c Yes, they **do**.
 - d No, she **doesn't**.

1b Complete the grammar rules with **do**, **does**, **don't** or **doesn't**.

- a In questions, or come before the subject.
- b In questions, we use with **he/she/it** and with **you/we/they**.
- c In short answers, we use or with **he/she/it** and or with **you/we/they**.

Check it page 48

2a Put the words in order to make questions.

- 1 have / Do / at / you / eight o'clock / breakfast / ?
Do you have breakfast at eight o'clock?

- 2 Saturday / homework / Do / do / on / you / ?
.....

- 3 online games / you / every / play / day / Do / ?
.....

- 4 sport / you / Tuesday / Do / do / on / ?
.....

- 5 at / Do / room / your / weekend / you / clean / the / ?
.....

- 6 you / TV / Do / before / watch / school / ?
.....

- 7 go / at / you / to / ten o'clock / sleep / Do / ?
.....

2b Take turns to ask and answer the questions in 2a.

3 Write one activity you do with a member of your family, one you do alone and one you do with your friends. Take turns to guess your partner's activities.

Do you go swimming with your family?



No, I don't.

Present simple – Wh- questions

4a Read and answer these Wh- questions.

- 1 Who do you want to tell us about this week?
- 2 What kind of music does she play?
- 3 Where does she get her ideas from?
- 4 What else does she do?

4b Are these sentences True (T) or False (F)?

- 1 Wh- question words are words like where, when and how.
- 2 Wh- question words go at the end of the question.
- 3 The answer to a Wh- question is either 'yes' or 'no'.

T / F
T / F
T / F

Check it page 48

5 Complete the questions with question words.

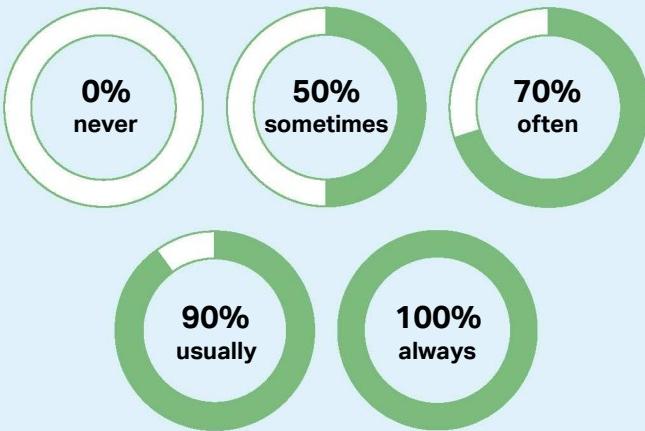
- 1 do you live?
- 2 time do you get up?
- 3 is your best friend?
- 4 online games do you play?
- 5 do you have for lunch on school days?

6 SPEAKING Use the questions in 5 to interview your partner.

Adverbs of frequency

7a Look at these sentences. The words in bold say how often we do an activity. Look at the pictures and put the sentences in order from 'Very frequent' to 'Not frequent'.

- 1 Dan Fields **always** tells us about interesting artists or bands.
- 2 You **don't often** find musicians who can play the ukulele.
- 3 She **usually** writes the music first.
- 4 She **never** talks about her music at school.
- 5 Stargirl **sometimes** plays the ukulele!
- 6 She **often** writes songs in her tree house.



7b Look at the sentences and choose the correct alternative to complete the rules (a–b).

- 1 That's **usually** where she does her homework.
 - 2 She **often** listens to their music.
- a Adverbs of frequency go after/before the verb to be.
- b Adverbs of frequency go before/after the main verb (e.g. *play, listen, write*).

Check it page 48

8a Complete the questions in the quiz with *Do, Does* or a Wh- question word.

DO YOU SLEEP ENOUGH?

Sleep is important to be healthy, but do you sleep enough? Answer the questions!

- 1 **you go to bed at the same time every day?**
A never C usually
B sometimes D always
- 2 **your family think you look tired in the mornings?**
A always C sometimes
B usually D never
- 3 **do you get to school?**
A always on time C usually on time
B sometimes late D always late
- 4 **time do you usually go to sleep?**
A after 11.30 pm C 10 pm
B 11 pm D before 10 pm
- 5 **do you read in bed?**
A my phone C a magazine
B my tablet D a book
- 6 **you do sport three times a week?**
A never C usually
B sometimes D always

8b Now answer the questions. Then look at the key and add up your answers. How many points do you have? Do you sleep enough?

A = 1 point B = 2 points C = 3 points D = 4 points

5–10 You never sleep enough! Sleep is important to be healthy, happy and good at school. Try meditation or yoga.

11–15 You sometimes sleep enough but not often. Go to bed at the same time every day.

16–20 You usually sleep enough! Well done!

Use it ... don't lose it!

8c SPEAKING Compare your answers to the quiz in 8b. Who sleeps enough?

Reach higher → page 143

Developing speaking

Giving directions

1 **SPEAKING** Look at the photos and answer the questions.



- 1 What do the people in the photos have in common?
- 2 How are the two photos similar/different?
- 3 What do you usually do if you get lost?

2 Look at the map. Are the sentences True (T) or False (F)?



- | | |
|--|-------|
| 1 The café is on Park Road. | T / F |
| 2 The sports centre is next to the park. | T / F |
| 3 The restaurant is on High Street. | T / F |
| 4 The supermarket is opposite the train station. | T / F |
| 5 The library is between the sports centre and the park. | T / F |
| 6 The medical centre is on the corner of Station Road and King's Road. | T / F |

3a **41** Listen to a man asking for directions. Where does he want to go?

3b **41** Complete the dialogue.

- A: Excuse me. Can you tell me how to get to the (a) , please?
- B: When you go out of the (b) , turn (c) Walk along (d) Road and then (e) left at (f) Road. Go (g) The medical centre is on your (h) , opposite the (i)
- A: Thanks!

3c **41** Listen and check your answers.

4 **41** Look at the Speaking bank. Listen again and tick (✓) the expressions that the speakers use in 3a. Check that you understand all the expressions.

Speaking bank

Useful expressions to ask for and give directions

Asking for directions

- Can you tell me how to get to ... , please?
- Excuse me, do you know where ... is?
- Is there a ... near here?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Giving directions

- Turn right/left
- Walk along ...
- Go straight on.
- Go past ...
- It's on the right/left.
- It's on the corner (of ... and ...).
- It's between ... and ...
- It's opposite ...
- It's next to ...

<input type="checkbox"/>

5a Look at the map again. Prepare directions to go from the train station to a different place.

5b **SPEAKING** Give your directions but don't say the name of the place. Can your partner follow your directions and say which place it is?

Practice makes perfect

6a **SPEAKING** Prepare dialogues using the dialogue in 3b as a model. Change the places. Use the Speaking bank to help you.

Student A: You are at the sports centre. You want to go to the restaurant.

Student B: You are at the sports centre. You want to go to the supermarket.

6b **SPEAKING** Act out your dialogues for the class.

Developing writing

A short note

- 1 **SPEAKING**  What new hobby would you like to learn? Why? How do you find out information about activities in your town/city?

- 2a Read the message. Where do you think Zoe posts this question?

 OUR SCHOOL News Classes Message board

**Do you need information?
Ask your questions here!** Sort by: new

Latest posts

I play the drums but I want to find a new teacher. Does anybody go to drum classes? Where? How many times a week do you go? What time? Please write to Zoe (Class 6A) with your tips! 3 hours ago

- 2b Read Jane's reply to Zoe's questions. Does Jane give all the necessary information? What isn't included in her answer?

- A when Jane does classes
- B where Jane does classes
- C who Jane's teacher is
- D what time classes start and finish

Replies

Hi Zoe,
I go to Sevenoaks Drum School on Wednesdays and Saturdays. The school is next to the sports centre on the High Street. My classes are for one hour but you can do classes for half an hour, too. My teacher is called Billy. He's great because he makes the classes fun. I usually play drums on one drum kit and he plays on another. He always teaches me different techniques and I learn to read drum music so I can play at home. On one Saturday a month, I play with other students from the drum school. Do you want to join our band at school so we can play music together?
See you,
Jane 1 hour ago

- 3a Read these sentences. Then write the words in bold in the correct place in the Writing bank.

- 1 Ben likes maths **and** science.
- 2 Lucy likes English **but** she doesn't like PE.
- 3 I always get up early **so** I can get to school on time.
- 4 I'm happy **because** it's my birthday!

Writing bank

Useful words for linking ideas

- Addition: **(a)** links two positive (+) or two negative (-) ideas.
- Contrast: **(b)** links a positive (+) idea and a negative (-) idea.
- Reason: **(c)** gives a reason for something.
- Consequence: **(d)** gives the consequence or the result of something.

- 3b Read Jane's reply again. Find an example of each of these linking words.

- 4 Choose the correct alternative.

- 1 She doesn't play basketball because/and she doesn't go swimming.
- 2 My best friend plays online games every day because/so he doesn't have time to meet up with friends.
- 3 The supermarket's closed so/because we can't get any food now.
- 4 Why are you happy? But/Because it's Saturday. I don't get up early on Saturday.
- 5 I like football and/but I don't like tennis.
- 6 I have breakfast at eight o'clock and/but I go to school at half past eight.
- 7 They have more free time on Wednesday so/because they finish school early.
- 8 David wants to learn to play the piano but/because he doesn't have any free time.

Practice makes perfect

- 5a Read three more questions on the site. Choose one question to reply to. Plan your answers to their questions. Write your ideas.

 OUR SCHOOL News Classes Message board

**Do you need information?
Ask your questions here!** Sort by: new

Latest posts

I want to do more exercise! Does anybody go to a basketball club in their free time? What do you do in the club? How many times a week do you go? Oli (Class 8B) 30 mins ago

I want to learn to program. Does anybody go to a robotics club? What do you do in the club? How many times a week do you go? What time and day? Eva (Class 7C) 48 mins ago

I love reading and I want to join a book club. Is anybody a member of a book club? What kind of books do you read? How many times a week do you meet? What time and day do you meet? Josh (Class 9A) 52 mins ago

- 5b Write your note. Give all the necessary information. Use the words from the Writing bank in your answer. Use the Writing checklist on page 149 to check it.

Exam tip

In this type of writing task, why is it important to check all of the information you need to include in your answer?



Grammar reference

Present simple – affirmative

Affirmative

I/You/We/They **start** at 11 o'clock.
He/She/It **starts** at 11 o'clock.

Spelling rules for the third person singular form

- We usually add -s to the verb.
like – likes work – works
- We add -es to verbs that end in -s, -sh, -ch, -x.
watch – watches finish – finishes mix – mixes
- We add -es to the verbs go and do.
go – goes do – does
- With verbs that end in consonant + y, we omit the y and add -ies.
study – studies try – tries
- With verbs that end in vowel + y, we add -s.
play – plays buy – buys
- The third person singular form of have is irregular.
have – has

We use the present simple to talk about:

- regular habits and routines.
We do our homework every day.
- things that are always or usually true.
The school finishes at half past five.

Present simple – negative

Negative

I/You/We/They **don't (do not)** leave at two o'clock.
He/She/It **doesn't (does not)** leave at two o'clock.

- After **don't** or **doesn't** we use the base form of the verb (without -s), e.g. *go, walk, start*.

Present simple – yes/no questions with do and short answers

Yes/no questions

Do I/you/we/they **leave** at two o'clock?
Does he/she/it **leave** at two o'clock?

Short answers

Yes, I/you/we/they **do**.
No, I/you/we/they **don't**.
Yes, he/she/it **does**.
No, he/she/it **doesn't**.

- Do** and **Does** come before the subject (e.g. *the book, I, it*).
- In short answers we do not repeat the main verb (e.g. *work, go, play*).

Present simple – Wh-questions

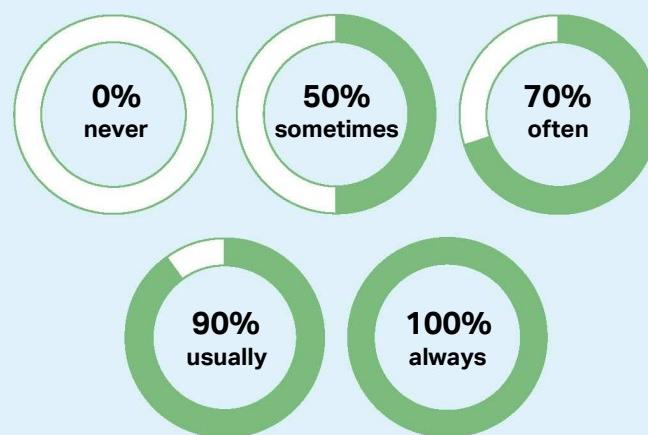
Wh- questions

When do I/you/we/they leave?
Why does he/she/it leave at two o'clock?

- Wh- questions contain question words like *who, what, which, where, when, why, how*.
- The question word comes at the start of the question.

Adverbs of frequency

- We use adverbs of frequency to say if something happens often or not.



- The usual position for adverbs of frequency is before the main verb.
I usually go to sleep at ten o'clock.
- Adverbs of frequency go after the verb *to be*.
I'm sometimes at home.
He's often at his friend's house.

Vocabulary

1 Everyday activities

brush teeth • do homework • finish school • get up • go home • go to bed • go to school • go to sleep • have a shower • have breakfast • have dinner • have lunch • start school

2 Free-time activities

chat with friends • clean my room • do sport • draw a picture • listen to music • make food • make videos • meet up with friends • play an instrument • play online games • read books • send messages • watch films/TV

3 Places in a town

café • cinema • library • medical centre • park • restaurant • shopping centre • sports centre • supermarket • swimming pool • train station



On-the-Go Practice

Grammar test

Present simple – affirmative and negative

- 1 Write sentences using the affirmative or negative form of the present simple.

- 1 My friend / **finish** / school at 5.15 pm.
.....
- 2 Jane / **go** / to school by bus on Fridays.
.....
- 3 My friends and I / **have** / a snack at 10.30 am.
.....
- 4 The students at my school / **not** / **study** music.
.....
- 5 Matt's brother / **not** / **play** an instrument.
.....
- 6 Her grandparents / **live** / in New York.
.....
- 7 Her parents / **not** / **have** breakfast at home.
.....

/ 7 points

Present simple – questions and short answers

- 2 Complete the short answers.

- 1 Do you sleep nine hours a day? Yes,!
- 2 Does your brother play online games on Saturday afternoon? No,
- 3 Do Christina and Sophia get up early at the weekend? No,
- 4 Do we go home by bus? No,
- 5 Does she like maths? No,
- 6 Does Alice play basketball after school? Yes,!
- 7 Do her grandparents live with her? Yes,!

/ 7 points

Adverbs of frequency

- 3 Put the adverb of frequency in the correct place in the sentence.

- 1 He does homework after school. (always)
- 2 His sister listens to hip-hop music. (never)
- 3 Oliver and Julia clean their rooms on Saturday. (usually)
- 4 Zoe's late for school. (sometimes)
- 5 Mohammed's cousins have lunch at his house at the weekend. (often)

/ 5 points

Vocabulary test

Everyday activities

- 1 Complete the sentences with these words.

go • have • do • get • go • brush • have

- 1 I my teeth in the morning.
- 2 I up at 7 am.
- 3 I to bed at 10 pm.
- 4 We lunch at 1 pm.
- 5 I homework after school.
- 6 I a shower at 9.30 pm.
- 7 I home at 4 pm on Mondays.

/ 7 points

Free-time activities

- 2 Match the words to make free-time activities.

- | | |
|----------|----------------|
| 1 chat | a to music |
| 2 make | b films |
| 3 send | c with friends |
| 4 listen | d sport |
| 5 watch | e food |
| 6 do | f online games |
| 7 play | g messages |

/ 7 points

Places in a town

- 3 Put the letters in order to make places in a town.

- 1 iblyrar
- 2 arkp
- 3 truetarans
- 4 ossprt neetcrc
- 5 imncea
- 6 adeiclm cretnre
- 7 iopsphgn etcren

/ 7 points

Total:

/ 40 points

4 AT HOME

Vocabulary in context

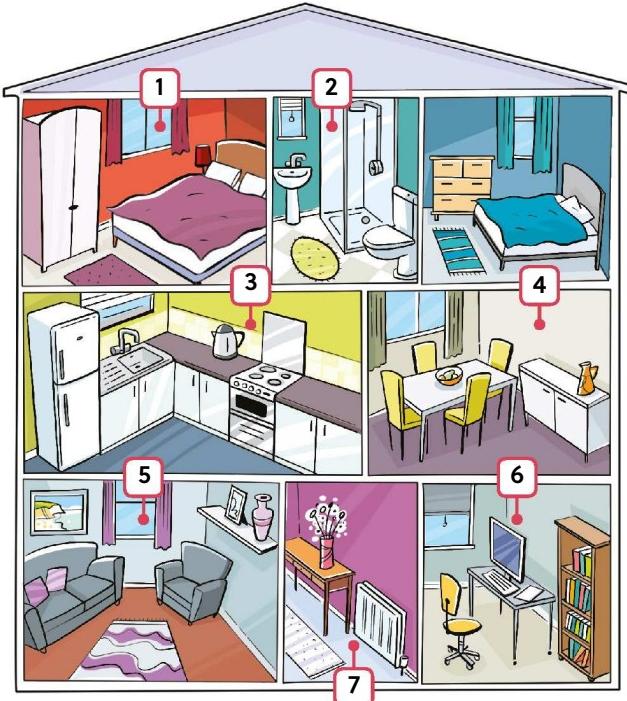
Rooms

Furniture

- 1a** Match some of these words to numbers 1–7 in the picture. Which room is your favourite?

42 Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study



- 1b** Match these definitions to the rooms in 1a.

- 1 You do your homework here. *study*
 2 You cook in here.
 3 You sleep in here.
 4 You clean your teeth in here.
 5 You have flowers and trees here.

2a 43 Listen and complete the text.

My house has got a (a), three bedrooms, a dining room, a hall, a (b), and a (c) It's also got a (d), a garage and a (e)

2b Talk about the rooms in your house.

*My house has got three bedrooms.
It hasn't got a garage.*

- 3** Complete the sentences with some of the words in the box.

44 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

- I sleep in my I put my clothes in the
- We put food in the to keep it cold and we cook it on the
- We've got a and four in the kitchen. We put food in the
- I put all my books on the
- We use the when it's cold!

- 4** Choose the correct alternative.

Culture exchange



Ice cream in a shoe!

The Haines Shoe House is an old house in the US. It's very unusual! It's an ice cream shop now and people don't live there. But it's got all the rooms of a 'normal' house.

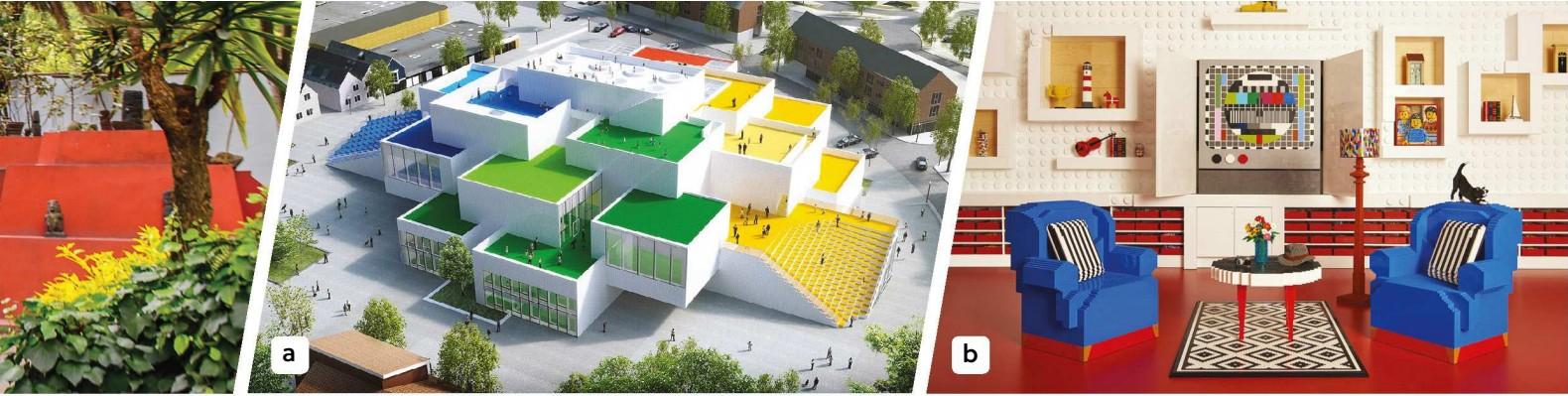
The living room has got (a) an armchair/ a sofa for three people to sit on. The kitchen has got a (b) cooker/radiator to cook food, a (c) shelf/fridge to keep food fresh in and a (d) bath/sink to wash things in. The bedrooms have got a (e) sofa/bed to sleep in and a (f) wardrobe/cupboard for clothes.



Use it ... don't lose it!

- 5** What furniture have you got in the rooms in your house?

Reach higher → page 143



Reading

- 1 **SPEAKING** Look at the photos (a–b) and answer the questions.

- 1 Do you make models?
 - 2 What things do you make models of?
 - 3 Do you think the house in photo a is very big or very small?
 - 4 Look at the photos on this page and the title of the text. What is the connection between them?
- 2 Read the article quickly and check your answer to question 3 in 1.

Exam tip

In activities to complete a text with missing sentences, why is it useful to read the sentences before and after the gap?

- 3 45 Read the article again. Five sentences are missing. Complete the text with sentences 1–6. There is one extra sentence that you do not need to use.

- 1 In another area, visitors build fish and watch them swim.
- 2 The cooks read it and make your food.
- 3 You eat in the dining room near the restaurant.
- 4 When we make things, we learn, think and have fun.
- 5 In the house there are also two bedrooms.
- 6 There is also a special area under the building.

- 4 What do the underlined words in the article mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, is it good for young people to make things with their hands?

What makes you say that?

Use the photos and the ideas from the text to justify your opinion. Then share your ideas.

HOME LATEST BLOG NEWS MORE ▾

A VERY UNUSUAL HOUSE

Is there a real-size LEGO® house near you? There's one in Billund, Denmark, the home of LEGO. It's 23 metres high and has got 25 million LEGO bricks!

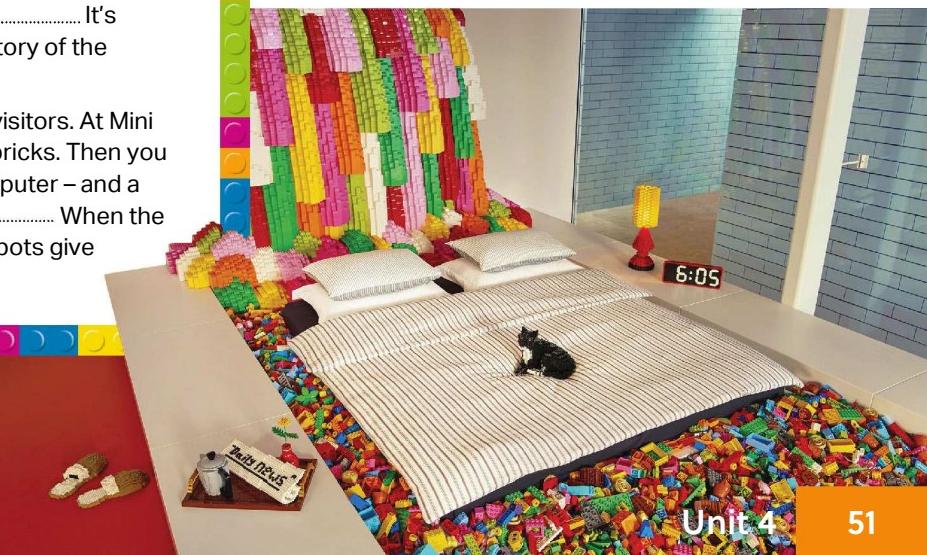
In the house, there's a real-size living room with furniture – two armchairs in front of a TV, and a table with a cupboard behind it. (a) The builders make everything with bricks – the furniture, the reading lamps, the clocks next to the beds, and even the cat on the bed!

Visitors build things in the house, too. (b) There aren't any rules, people make anything they like.

There are four different areas and 25 million bricks for visitors to use. In one area, people build houses and anything else they think a town needs. (c) There isn't any real water but a computer makes it look like there is!

So, are there other things to do? Yes, there are! There are nine areas on the top of the house and each one offers a unique experience for visitors. (d) It's like a museum and you learn about the history of the company there.

There are bathrooms and restaurants for visitors. At Mini Chef restaurant, you build your food with bricks. Then you put the bricks in a machine – it's like a computer – and a message goes to the kitchen. (e) When the food is ready, it's in a big LEGO box and robots give it to you.



Grammar in context 1

There is/There are

- 1 Complete the sentences in the table.

singular	plural
affirmative	
There is a special area.	(a) two bedrooms as well.
negative	
(b) any water in it.	(c) any rules.
question	
(d) a real-life LEGO house near you?	(e) other things to do?
short answers	
(f) Yes,	(g) Yes,
(h) No,	(i) No,

Check it page 60

- 2a The photo shows the Oval Office in the White House. Choose the correct alternative in these sentences to describe it.



- 1 There is/are two sofas.
- 2 There isn't/aren't two tables. There is/are more.
- 3 There is/are a desk.
- 4 There isn't/aren't a radiator.
- 5 There is/are some chairs.
- 6 There isn't/aren't a TV.

- 2b 46 Listen, check and repeat.

- 2c Write sentences about your living room or kitchen. Use **there is/isn't** and **there are/aren't**. Compare your sentences.

- 3 Match the questions and short answers about the picture in 2a.

- | | |
|-----------------------------------|---------------------|
| 1 Are there two chairs? | a Yes, there is. |
| 2 Is there a picture on the wall? | b Yes, there are. |
| 3 Are there any flowers? | c No, there isn't. |
| 4 Is there a shower? | d No, there aren't. |

- 4 Complete the questions and short answers. Use the correct form of **there is** or **there are**.

- | |
|---|
| 1 Q: two tables? A: x. |
| 2 Q: a fridge? A: x. |
| 3 Q: food on the table? A: ✓. |
| 4 Q: flowers? A: ✓. |

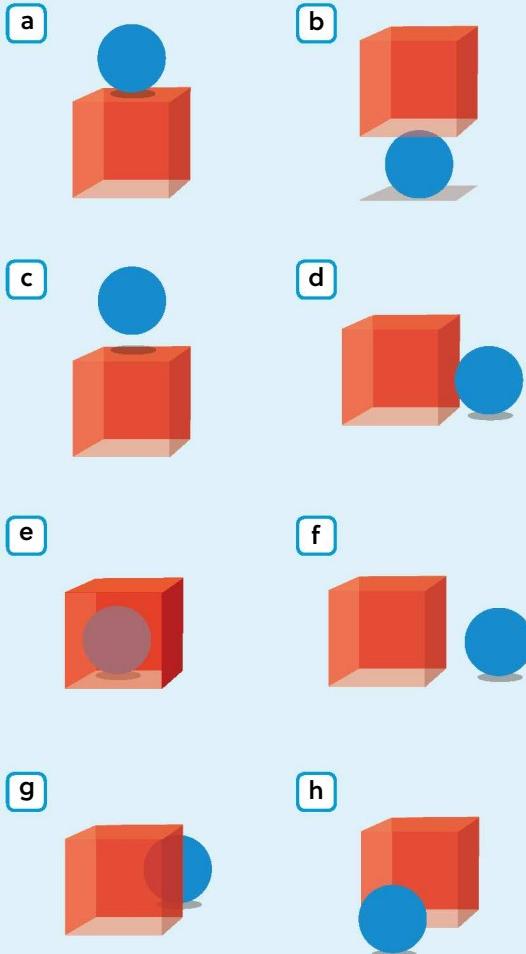
- 5 Ask and answer questions about your classroom.

Is there a radiator?

Yes, there is.

Prepositions of place

- 6 Match the sentences (1–8) to the diagrams (a–h).



- 1 The TV is **above** the cupboard.
- 2 There is a table with a cupboard **behind** it.
- 3 There are play areas **on** the roof.
- 4 There's a clock **next to** the bed.
- 5 There's a special area **under** the building.
- 6 Is there a real-size LEGO house **near** you?
- 7 There isn't any water **in** the swimming pool.
- 8 There are two armchairs **in front of** a TV.

Check it page 60

Vocabulary

Food and drink

- 1a **SPEAKING** Match the photos (a–l) to these words. Which of the words are not in the photos?

47 Food and drink

apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt



Our favourite TV family

There are more than 600 episodes of *The Simpsons* and they're all great! We often see the family (a) their living room. They watch TV and eat here. They sit (b) the brown sofa. There's a wall (c) the sofa and a picture of a boat is (d) the sofa. Marge's high blue hair is funny! It's (e) a part of the boat picture. Their dog is (f) the sofa. Look carefully! There's a hole in the wall. It's (g) Homer. Does a mouse live there? Where is it now? Is it in its home or is it (h) the sofa?

- 8 Look at the picture and complete the sentences with the correct preposition of place.



- 1 There is a wall like this the *Stranger Things* living room.
- 2 The alphabet is the wall.
- 3 The lights are the letters.
- 4 The letters are the lights.
- 5 The letter A is the letter J.
- 6 The letter B is the letter C.
- 7 The letter Z is the letter Q.
- 8 The letter N is the letter P.

Use it ... don't lose it!

- 9 **SPEAKING** Use prepositions to write two true sentences and two false sentences about the room in 8. Take turns to read your sentences. Which are true? Which are false?

There's a picture on the sofa.

Reach higher

page 144



- 1b Use your dictionary to check that you understand all the words in 1a.

- 2 Which words in 1a are ...

- a food?
b drinks?

Use it ... don't lose it!

- 3 **SPEAKING** Find out which food and drink your partner likes and doesn't like. Use the examples to help you.

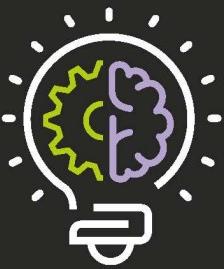
Do you like ice cream?

Yes, I love it! Do you?

It's my favourite! And do you like sushi?

I don't like it at all!

Reach higher → page 144



GREAT LEARNERS GREAT THINKERS

TIDY HOME, TIDY MIND

Lesson aim: To think about the positive impact of tidying

Video: A fairytale house

SEL Social and emotional learning: Positive attitudes

1 **SPEAKING** Ask and answer these questions.

- 1 What are the good and bad things about living in these types of homes?
a a big house with a garden **b** a small flat **c** a caravan
- 2 Would you like to live in a very small house? Why/Why not?

2 **VIDEO** Watch a video about a young couple who visit a very small house.
Tick (✓) the animals, places and things you see.

- | | | | | | |
|-------------------|--------------------------|-------------------|--------------------------|------------------|--------------------------|
| A a cat | <input type="checkbox"/> | C a garden | <input type="checkbox"/> | E shelves | <input type="checkbox"/> |
| B a toilet | <input type="checkbox"/> | D a fridge | <input type="checkbox"/> | F a sofa | <input type="checkbox"/> |

3 **VIDEO** Watch the video again and choose the correct alternative.

- 1 The house is in *the US/the UK*.
- 2 The *kitchen/bathroom* is on the right.
- 3 There are a lot of *books/shelves*.
- 4 The bedroom is *downstairs/upstairs*.
- 5 The *bedroom/bathroom/garden* is Bee's favourite place.
- 6 The *kitchen/bathroom/garden* is Theo's favourite place.

4 Match the words (a–c) to the definitions (1–3).

- | | |
|---------------------|--------------------------------------|
| a save | 1 everything is in its correct place |
| b tidy (adj) | 2 not to spend |
| c care | 3 to protect someone or something |

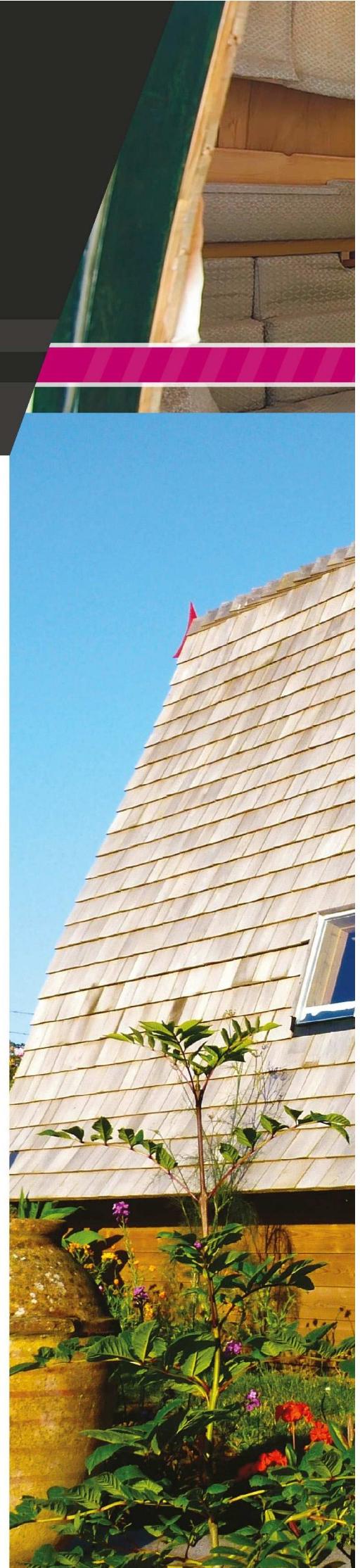
5 Read the text and choose the correct alternative.

- 1 A tidy bedroom helps you *relax and sleep/be a good student*.
- 2 A tidy bedroom shows that you care about your *family/health*.
- 3 A tidy bedroom is good for your health because you *do more exercise/eat good food*.

WHY A TIDY BEDROOM IS GOOD FOR YOU

There are many reasons why a tidy bedroom is a positive thing:

- A tidy bed and bedroom helps you relax and this helps you sleep more.
- It's easy to find things in a tidy bedroom. This saves you time and you can do more things.
- A tidy bedroom makes people happy. Tidying shows you care about yourself and your family.
- A tidy bedroom is also good for your health. People with tidy bedrooms do more physical activity and so this is healthy.





GREAT THINKERS

Headlines



6a Individually, look at the headlines for the text in 5.

- a How to tidy your bedroom
- b A tidy bedroom is good for your health and makes you happy
- c A tidy bedroom is a very good thing
- d A tidy bedroom helps to save you time

Which one reflects the main message(s) of the text?

6b **SPEAKING** When you finish, compare your ideas with other students. Decide which headline is the best and why.

7 **SEL** What things can you do to make a positive difference in your life and in the lives of other people? Think about:

- schoolwork
- classmates
- hobbies
- friends and family
- jobs at home

8 **SPEAKING** Work with a partner and compare your ideas. Write a list of things that make a positive difference in your life and the lives of other people.

GREAT LEARNERS



Great learners make a positive difference to the lives of others.

In 7, you explore how to make a positive difference in the lives of other people. Why is it important to do this?

Learner profile

page 150

1 SPEAKING Ask and answer these questions.



- 1 Do you cook at home?
- 2 Do you think cooking is important?
- 3 Do you think it's good for young people to learn how to cook? Why/Why not?

2 Listen to a girl on a TV cooking show.

Why is she in the competition?

- a She wants to be a chef one day.
- b She wants to be a famous presenter.
- c She wants to win the money to travel.

3 Listen again and choose the correct answer.

- 1 How does Lisa feel now?
 - a nervous
 - b sad
 - c happy
- 2 What does Lisa say about her dish?
 - a It isn't unusual.
 - b It isn't sweet.
 - c It isn't popular.
- 3 Where does Lisa get ideas for dishes?
 - a books
 - b videos
 - c TV competitions
- 4 Why does Lisa cook?
 - a It's her hobby.
 - b She wants to be a chef.
 - c She likes to eat different food.
- 5 What is true about Lisa's dish?
 - a She serves the chicken with oil.
 - b She cooks the sauce for one hour.
 - c She cooks the chicken first.

4 Critical thinkers

In your opinion, is it good to try food from different countries?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Countable and uncountable nouns

1 Look at the sentences and choose the correct alternative to complete the rules.

- 1 You've got some **rice**.
 - 2 There's also an **onion**.
 - 3 There are four **tomatoes**.
 - 4 I cook it in some **oil**.
- a **Countable/Uncountable** nouns have got a singular and plural form, e.g. *banana*.
 - b **Countable/Uncountable** nouns haven't got a plural form, e.g. *sugar*.

Check it page 60

2 Look at the words for food and drink on page 60 and put them in the correct place in the table. Add any other words for food and drink you know.

Countable nouns	Uncountable nouns
apple	bread

3 **SPEAKING** Make a list of your favourite food. Use three countable and three uncountable nouns. Compare your lists. Are they similar?

some, any, a/an

4a Look at the sentences. Decide if the **underlined** nouns are singular countable (SC), plural countable (PC) or uncountable (U).

- a I've got a banana.
- b We need some chocolate.
- c Is there any chicken?
- d There are some onions.
- e Have we got a tomato?
- f I haven't got any oil.
- g There isn't an egg in this dish.

4b Choose T (True) or F (False) to complete the rules.

- 1 We use **a** and **an** with singular countable nouns (*biscuit*), in affirmative and negative sentences and questions. **T / F**
- 2 We use **some** with plural countable nouns (*apples*) and uncountable nouns (*oil*) in affirmative sentences. **T / F**
- 3 We use **any** with plural countable nouns (*strawberries*) and uncountable nouns (*water*) in negative sentences and questions. **T / F**

Check it page 60

5 Match the halves to make sentences.

- | | |
|-------------------------|-----------------------------|
| 1 I've got an ... | a bananas? |
| 2 There isn't any ... | b salt. |
| 3 I haven't got any ... | c burger for lunch. |
| 4 Is there any ... | d apple in my bag. |
| 5 I want a ... | e honey for my tea? |
| 6 There are some ... | f oil in the bottle. |
| 7 Are there any ... | g biscuits in the cupboard. |

6a  Look at the photo below and tell your partner what you can see.

6b Complete the text with the correct form of *to be* and *a, an, any or some*.

A floating food market

This (a) interesting photo. I like it a lot! It (b) food market in Thailand. There (c) small boats on a river. I can see fruit and vegetables. I think there (d) rice in one of the boats, but I'm not sure. There (e) cake and there (f) burgers or chips! Everything is so colourful. There (g) pink flowers too. They're very pretty.



7 Complete the text with the correct form of *there is* or *there are* and *a, an, or any*.

MyPlate

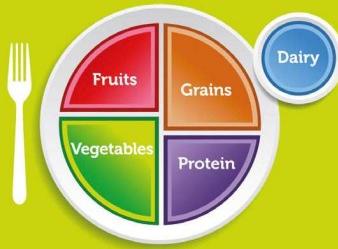
The MyPlate picture shows you the healthy food you need to eat every day and how much of each food to eat. (a) five different groups on the plate.

(b) green group. This is for vegetables – they're very good for you. (c) orange group for grains (for example, bread, rice and pasta). They give you energy. Protein foods are meat, chicken, fish and eggs. They help you to grow. Milk, yoghurt and cheese are dairy foods. They keep your bones strong. Fruits are good for you too, because they have important vitamins. (d) sugar on the plate? No, (e) The sugar in fruit is good, but the sugar in cakes, biscuits and ice cream is bad for your teeth

and (f)

vitamins in it – be careful with how much sweet food you eat!

MyPlate is easy to understand and it can help you eat well.



Use it ... don't lose it!

8  Design your own MyPlate and write foods in each group. Then ask and answer about your plates. Use these foods to help you.

apple • banana • bread • cheese • chicken •
egg • fish • meat • milk • onion • rice •
strawberry • tomato • yoghurt

Is there an egg on your plate?

Yes, there are.

No, there isn't. Are there any strawberries on your plate?

Reach higher → page 144



Developing speaking

Making and replying to offers

- 1a **SPEAKING** Look at the people in the photo. Where do you think they are?



1b Answer these questions.

- 1 When do you and your friends have parties?
 - 2 What kinds of food are there at parties?
 - 3 What do you like about parties?
- 2 **(49)** Listen to the people in the photo. Complete the sentences with *Ben* or *Emma*.

- 1 is at's party.
- 2 gives a present.
- 3's friends are in the garden.
- 4 offers something to drink.
- 5 doesn't want anything to eat.
- 6 asks to dance.

- 3a **(49)** Listen again. Put the expressions in the 'Making offers' section of the Speaking bank in the order you hear them (1–5).

Speaking bank

Useful expressions for making and replying to offers

Making offers

- Have a seat.
- How about some orange juice?
- Shall I take your bag?
- Would you like some pizza?
- Can I get you a drink?

Replying to offers

- Thanks./Thank you./Cheers.
- Thanks a lot./Thank you very much.
- That'd be great.
- Yes, sure.
- No, I'm fine, thanks.
- No, it's OK.

- 3b **(49)** Listen, check and repeat.

- 4 Complete the dialogue. What does Tom say to Molly?



Molly: Hi, Tom. It's nice to see you!

Tom: (a)

Molly: I hope you enjoy it. Can I take your jacket?

Tom: (b)

Molly: Shall I put it in the wardrobe?

Tom: (c)

Molly: Yes, they're in the living room. Would you like anything to drink?

Tom: (d)

Molly: No, sorry. How about a smoothie?

Tom: (e)

1 Yes, sure. That's fine.

2 Thanks for inviting me to your party.

3 That'd be great. Have you got any iced tea?

4 OK ... Is everyone here?

5 Yes, thanks. But let me get my phone first!

Practice makes perfect

- 5a **SPEAKING** Prepare a dialogue. Make offers and reply to them.

Student A: You are at home and your friend comes to your house to watch a film.

Student B: You go to your friend's house to watch a film.

5b Practise the dialogue.

- 5c **SPEAKING** Act out your dialogue for the class.

Developing writing

A description of a place

- 1 **SPEAKING** Tell your partner which statements below are true for your bedroom.

- 1 I've got my own bedroom.
- 2 I share my room.
- 3 I've got a chair in my room.
- 4 There's a TV in my room.
- 5 I've got a desk in my room.
- 6 There are posters on the walls.
- 7 There's a wardrobe for my stuff.
- 8 I play computer games in my room.
- 9 I keep my room tidy.
- 10 My room is messy.

- 2 Read the descriptions of the two bedrooms. Which teenager spends a lot of time in their room?

LUCY

I share my bedroom with my sister. There are two comfortable beds and two small tables next to them. I've got a lamp on my table and I often read in bed at night. Above my bed, there are cool posters of my favourite bands. In the corner, there's an old wardrobe for our stuff. Our room is never messy because we like to keep it tidy. When my friends visit, we sometimes listen to music or watch funny videos on our phones. There isn't a TV in my room, so I always watch TV in the living room.

JACK

I always study in my room because it's quiet and I've got my computer and my books are there. There's a big TV on the wall and I often watch films from my bed at night or football matches at the weekend. I've also got a new games console and I usually play games with my friends when they visit. Near the bed there's a desk with a comfortable chair. There isn't a wardrobe because it's a small room. My room is usually tidy, but sometimes I don't have time to clean it and it's messy!

- 3a Underline all the adjectives that appear in the texts in 2. What do we use adjectives for?

- 3b Find the adverbs of frequency in the texts in 2. What do we use adverbs of frequency for?

- 4 Look at the Writing bank and the rules for basic word order. Find an example of each in the texts in 2.

Writing bank

Basic word order

- Adjectives usually come before the noun they describe.
- Adjectives usually come after the verb *to be*.
- Adverbs of frequency come before the main verb.
- Adverbs of frequency come after the verb *to be*.

- 5 Put the word in bold in the correct place in the sentence.

- | | |
|---|-------------|
| 1 There's a computer in my room. | new |
| 2 I listen to music in my room. | often |
| 3 My bedroom is clean and tidy. | usually |
| 4 It's in my bedroom and I can study there. | quiet |
| 5 There are some books on the shelf. | interesting |
| 6 We play video games in the living room. | always |

- 6 Is the word order correct? Choose the correct alternative.

- | |
|---|
| 1 I like my bed because it <u>comfortable</u> <i>is/is comfortable</i> . |
| 2 There's a <u>small</u> <i>wardrobe/wardrobe small</i> for my things. |
| 3 There are <u>colourful</u> <i>posters/posters colourful</i> on the walls. |
| 4 We <i>listen sometimes/sometimes listen</i> to music in my room. |
| 5 There <u>is usually/usually is</u> a good film to watch on TV. |
| 6 I've got a lot of stuff and my room <u>never</u> <i>is/is never</i> tidy! |

Exam tip

When you write a description, how important is it to use adjectives? Why?

Practice makes perfect

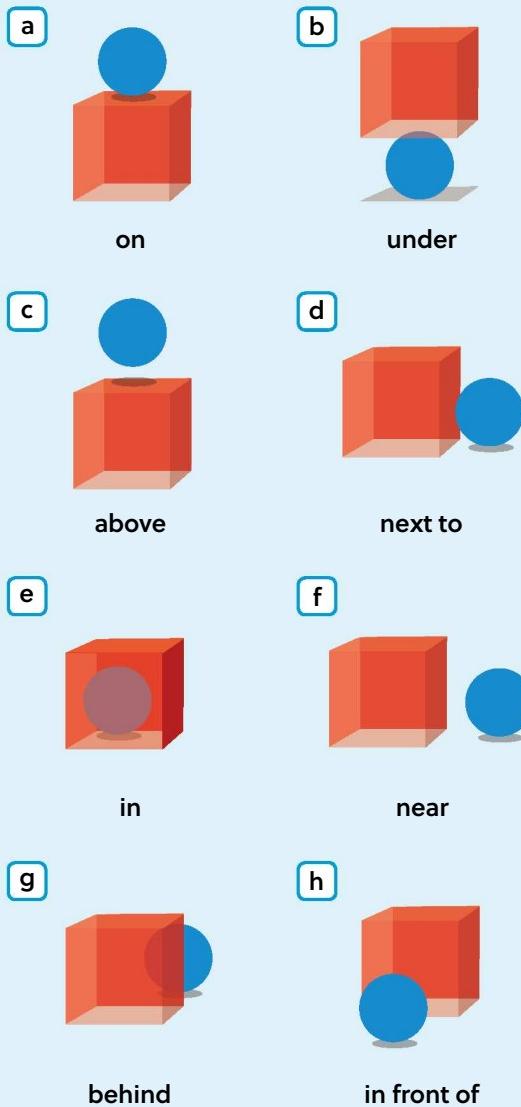
- 7a Look at the task.

An English magazine wants teenagers to describe their dream bedroom. Write a description of your dream bedroom. Include information about the furniture and other objects, and say what you do there.

- 7b Write your description. Remember to use adjectives and adverbs of frequency and to check the word order.

**There is/There are**

	Singular	Plural
Affirmative	There's a bed.	There are two beds.
Negative	There isn't a chair.	There aren't two chairs.
Questions	Is there a table?	Are there two tables?
Short answer	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

Prepositions of place**Countable and uncountable nouns**

- These are **countable** nouns. We can count them and so there is a singular and plural form: apple–apples, strawberry–strawberries, biscuit–biscuits, onion–onions, tomato–tomatoes, burger–burgers, chip–chips.
- These are **uncountable** nouns. We cannot count them and so we do not usually use a plural form: butter, flour, jam, oil, sugar, water, yoghurt.

some, any, a/an

- We use **some** with uncountable nouns and plural countable nouns, in affirmative sentences.

We need some milk.

I've got some apples.

- We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.

There isn't any sugar.

I don't want any lemonade.

Has he got any coffee?

Are there any eggs?

- We use **a/an** with singular countable nouns in affirmative and negative sentences and in questions. An goes before a vowel sound.

I haven't got a tomato.

She wants an apple.

Vocabulary**1 Rooms**

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study

2 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

3 Food and drink

apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt



Grammar test

There is/There are

1 Complete the sentences with *is*, *isn't*, *are* or *aren't*.

- 1 There two beds in the room – one for me and one for my sister.
- 2 there an armchair in the living room?
- 3 It's a big house, but there a study.
- 4 there any old books in the cupboard?
- 5 There a pizza here. It's for our lunch.
- 6 There two tables – there's only one.

/ 6 points

Prepositions of place

2 Look at the picture and choose the correct alternative to complete the text.



This is a picture of my bedroom. (a) Under/Above the bed I've got a notice board. (b) Next to/On the desk there's a window. There's a reading lamp (c) in front of/on the desk and there's a wardrobe (d) near/in the desk. (e) Under/Behind the bed, there's a radiator and (f) on/in front of the desk is my chair.

/ 6 points

/ 5 points

some, any, a/an

4 Complete these sentences with *some*, *any*, *a* or *an*.

- 1 There aren't tomatoes.
- 2 Please put oil on the salad.
- 3 Is there biscuit for me?
- 4 Do you want sugar in your tea?
- 5 I always have egg for breakfast.

/ 5 points

Vocabulary test

Rooms

1 Complete the sentences with the correct words.

- 1 We keep the car in the g.....
- 2 We cook our food in the k.....
- 3 At night, we sleep in the b.....
- 4 We eat our meals in the d.....
- 5 We wash or have a shower in the b.....

/ 5 points

Furniture

2 Put the letters in the correct order to make furniture and things in a home.

- | | | | |
|------------|-------|------------|-------|
| 1 bleat | ..... | 5 adorewrb | ..... |
| 2 trodraia | ..... | 6 badprouc | ..... |
| 3 wheros | ..... | 7 etiolt | ..... |
| 4 mihracra | ..... |  |  |

/ 7 points

Food and drink

3 Write the names of the food and drink in the pictures.



/ 6 points

Total:

/ 40 points

Reading**Reading exam tip**

In multiple-choice reading activities, remember ...

Read the (whole) text first to understand the topic and general meaning. Then look at the questions and find which part of the text answers each question.

- 1** **SPEAKING** **Describe your room. What do you like about it? What don't you like about it?**

- 2** **Read the text quickly. What is the topic?**

- a when Elena got her new room
- b the things in Elena's room
- c how to make a new room

MY NEW ROOM

by Elena

Q

Wow! We are in a new house and I've got my own bedroom! I'm very lucky. My sister has her own room, too. 😊

My room's got a very big window and my desk is in front of the window. When I do my homework, I see the people walking in the street. It's very interesting and sometimes you see some funny things. On my desk there's a computer, but I only use it for games and for school.

I've got a wardrobe – it's new but it's very small! I haven't got many clothes but I do a lot of sport, so there are lots of things in the wardrobe! In my room, I have a small piano, too. I practise every day because I want to be really good at playing it.

There's a very big board on one wall. I put notes about the dates of my sports matches, or my projects for school on it. On another wall, there are four shelves. I put all my books on them. There's a big chair in the corner. I like to sit there and read.

I'm always happy in my room – it's warm and I relax there. I want to have more space for my things. But I love my room because it is my own.

- 3** **For each question, choose the correct answer.**

- 1 Why does Elena feel lucky?
 - A She has a nice sister.
 - B She can share things.
 - C She has her own space.
- 2 Why does Elena like her big window?
 - A It helps her do her homework.
 - B She likes to watch the world outside.
 - C It is easy for her to play games.
- 3 What does Elena say about the piano?
 - A She is more interested in sport.
 - B There is very little space for it.
 - C She plays regularly.
- 4 Why is the noticeboard important for Elena?
 - A She can use it for important things.
 - B She keeps all her books near there.
 - C She can read her notes when she is in the chair.
- 5 What does Elena want to change in her room?
 - A the type of furniture
 - B the chair for visitors
 - C the size of the room

Writing**Writing exam tip**

In writing exams, when you need to write a note, remember ...

Read the task carefully. Look at the three pieces of information you need to write about. Make notes on some rough paper. Use the notes to make sure you include all the information.

- 1** **SPEAKING** **Talk about the activities you like to do in your free time.**

- 2** **Read this task and write some notes. Write one piece of information for each point.**

You want to ask your English friend, Alex, to do an activity with you at the weekend. Write a note to Alex.

- say which activity you want to do
- ask Alex to do this with you
- say when to meet to do the activity.

- 3** **Write your note to Alex. Write 25 words or more.**

- 4** **SPEAKING** **Show your note to a partner. Check together. Has your partner's note got:**

- 1 some information about all three points?
- 2 the correct punctuation and capital letters?
- 3 correct grammar (tenses)?



Collaborative project 2

Free-time activities in your country

Virtual
Classroom
Exchange

1 SPEAKING Starting point

Look back at the Culture exchange text about the free-time activities of UK teens on page 38. Is the information similar in your country?

2 SPEAKING Project task

Search for information on the Internet about free-time activities for teens in your country so you can explain it to a class of teenagers from another country.

Prepare one of these:

- A poster C video message
- B presentation D information leaflet

Research areas

- how much time teens spend online
- the main activities they do online
- how many hours a week they watch TV
- how much time they spend with their friends
- how many hours a week they do homework
- other free-time activities teens do



3 Think about ...

Digital skills

Look at the websites of good newspapers. They have useful information about many different topics in their news stories and articles.

Intercultural awareness

In other cultures, free-time activities are sometimes very different. It is possible some people from other countries think your free-time activities are interesting or unusual. Explain what is different about free-time activities in your country compared to hobbies in the UK.

Collaboration

When you work in a team, it's important to show others you like their ideas. When you don't like an idea, say it but be polite.

Useful language

*Great idea! That's a really good idea! I like your idea.
I'm not sure about that. Let's think about it again.*

Academic skills

When you use information from the Internet, remember to include in your project where it is from. One way of doing this is to add the author, title of the web page, date you accessed the web page and URL (web address).

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content

Design

Presentation

Language

5

LOG ON



Vocabulary in context

Computers and mobile devices

Using computers and mobile devices

- 1a** **SPEAKING** Look at the photo below and answer the questions.

- 1 Is it a desktop or a laptop?
- 2 Have you got a computer? What do you use a computer for?



- 1b** Which of the words in the box are in the photo in 1a? Check that you understand all the words. Use a dictionary if necessary.

50 **Computers and mobile devices**

battery • charger • desktop • keyboard • laptop • monitor • mouse • printer • smartphone • speaker • tablet • touchpad • touch screen • volume key • webcam

- 2** Complete the text about desktops and laptops with some of the words in the box in 1b.

DESKTOPS AND LAPTOPS

A desktop has got two parts. There is a

(a) It looks like a TV and it sits on your desk. There is also a (b) It's got the letters of the alphabet, numbers and also the (c) to control the sound. It hasn't got a touchpad, you hold a (d) in your hand and move it to use the desktop.

A laptop has the same two parts as a desktop, but you open and close it. It often has a (e)

You use your fingers to move things up and down on it. The charger puts electricity into the (f) of the laptop.

You can use both desktops and laptops to chat to your friends online. You need a (g) so your friends can see you and a (h) so you can hear them. Also, it's possible to connect your desktop or your laptop to a (i) – but remember to put paper in it first!

- 3a** Match these words to the icons (a–k).

51 **Using computers and mobile devices**

charge • click on • copy • cut and paste • delete • download • log off • log on • print • save • send an email



- 3b** Complete the sentences with some of the words and phrases in 3a.

- 1 It's important to after you use a computer at school – you don't want people to read your messages!
- 2 When you get information from the Internet, don't it. Write it in your own words.
- 3 I don't very much. I read on my computer because I want to use less paper.
- 4 People usually songs from the Internet these days or listen to them online.
- 5 Many people their phone battery in the evening so it's ready to use the next day.

- 4** **52** Listen to a dialogue between Kevin and Julie and choose the correct alternative.

- 1 Julie hasn't got her tablet/smartphone with her.
- 2 Julie saves/sends the photos from Lucy.
- 3 Julie copies/deletes the videos from Jim.
- 4 Kevin has got a printer/webcam at home.

Use it ... don't lose it!

- 5** **SPEAKING** Ask and answer the questions.

- 1 Which computers and mobile devices in 1b do you use?
- 2 What do you use them for?
- 3 How often do you use them?

*I use my battery to charge my tablet.
I do this every day!*



Reading

1 **SPEAKING** Look at the title of the article. Where do you think this place is?

2a **SPEAKING** Discuss the questions and use your imagination to predict the answers.

- 1 How important is it to have wi-fi access? Why?
- 2 Why is there no wi-fi in Green Bank?
- 3 What do teenagers in Green Bank do without wi-fi?
- 4 What is everyday life like there?

2b Read the article. Were any of your ideas mentioned?

NEWS FEATURED ARCHIVE ABOUT

GREEN BANK

THE TOWN WITHOUT WI-FI

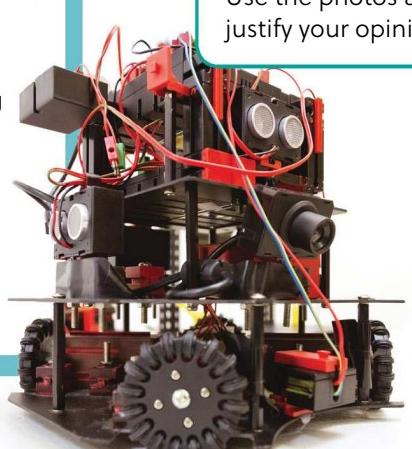
Can you live without wi-fi or smartphones?
For young people in Green Bank, West Virginia, in the US, the answer is, 'Yes, I can.' Life without wi-fi and smartphones is normal there. People use landlines to make phone calls and the Internet doesn't connect quickly or easily.

Why doesn't Green Bank have modern technology?
There's an important and huge telescope there, but scientists need it to study space. It doesn't receive pictures or take photos of stars. It's a radio telescope and it listens carefully for radio signals from planets, for example. Wi-fi and smartphones can block these and then the telescope can't pick up the radio signals clearly.

What do teenagers in Green Bank do without wi-fi?
They study in the town's library and help their parents on their farms. In their free time, they play sports and go kayaking. They can also join after-school clubs. Green Bank school has got a robotics club. They build great robots and their team is the champion of West Virginia.

What is everyday life like there?
Life in Green Bank is different. There aren't any shopping centres, restaurants or cinemas. People can't search online for news or for phone numbers. They read the newspaper and look in phone books. The telescope uses 21st century technology, but the town is like small towns from the 1950s – that's unusual!

Do you think Green Bank is an interesting place to visit?



3 **LISTENING** Listen to the recording. **53** Read the article again and choose the correct answer.

- 1 What kind of technology do people use in Green Bank?
 - a smartphones
 - b tablets
 - c old phones
- 2 Why isn't there wi-fi in Green Bank?
 - a The town doesn't need wi-fi.
 - b It's bad for the work of scientists.
 - c No one in the town has devices.
- 3 What does the Green Bank telescope do?
 - a hears sounds from space
 - b sends pictures of stars
 - c takes photos of space
- 4 What can Green Bank teenagers do for fun?
 - a go to farms
 - b spend time at the library
 - c do an activity at school
- 5 Why is Green Bank an unusual place?
 - a It's got modern technology and very old technology.
 - b There is only one restaurant.
 - c There aren't any shops.

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, is it good to live in a place with limited access to the Internet?

What makes you say that?

Use the photos and the ideas from the text to justify your opinion. Then share your ideas.

can/can't

1a Match sentences 1–4 to a–d.

- 1 They **can** also join after-school clubs.
 - 2 They **can't** search online for a phone number.
 - 3 **Can** you live without wi-fi or your smartphone?
 - 4 Yes, I **can**./No, I **can't**.
- a** This is a negative sentence.
b These are short answers.
c This is an affirmative sentence.
d This is the question form.

1b Look at sentences (1–3) in 1a. What are the main verbs?

1c Look at sentences (1–4). Are the rules below True (T) or False (F)?

- | | |
|--|-------|
| 1 We use can to talk about ability. | T / F |
| 2 We don't repeat the main verb in short answers. | T / F |
| 3 We don't use do to make questions with can . | T / F |

Check it page 74

2a PRONUNCIATION 54 Listen to the description.

Notice that **can** is short and **can't** is long and ends in **t**.



Ben can't ride a skateboard well. He can get on it but he can't stay on it. He always falls off!

2b 55 Listen and choose the correct alternative.

- 1 Ruby can/can't skate well, but she can/can't ski.
- 2 Becca can/can't dance very well, but she can/can't sing.
- 3 Tim can/can't play chess, but he can/can't play video games.
- 4 I can/can't run fast and I can/can't swim well, too.
- 5 My brother can/can't cook, but I can/can't.
- 6 Daisy can/can't speak Portuguese.

3 Complete the sentences with **can** or **can't**.

- 1 I've got a tablet. I watch videos.
- 2 She hasn't got wi-fi. She download music.
- 3 He's got a laptop. He send an email.
- 4 There's wi-fi in the café. We go online.
- 5 This is a desktop. I put it in my backpack.
- 6 Sam hasn't got his smartphone. He call his friend.

4 Use the prompts to write sentences with **can** and **can't**.

- | | |
|------------------------------------|-----------------------------------|
| 1 you/draw? | 4 My sister/ fix computers |
| 2 I'm sorry, I/ X /hear you | 5 they/write stories? |
| 3 he/speak German? | 6 We/ X /dance |

5 Put a tick (✓) next to the things you can do and a cross (✗) next to those you can't do. Then ask and answer the questions.

Can you ...?

- | | | | |
|---|--------------------------|--------------------|--------------------------|
| 1 sing | <input type="checkbox"/> | 5 build a computer | <input type="checkbox"/> |
| 2 design an app | <input type="checkbox"/> | 6 swim | <input type="checkbox"/> |
| 3 say 'hello' in more than four languages | <input type="checkbox"/> | 7 make a cake | <input type="checkbox"/> |
| 4 make videos | <input type="checkbox"/> | 8 look after a pet | <input type="checkbox"/> |
| | | 9 play football | <input type="checkbox"/> |

Can you sing?

✓ Yes, I can. What about you?

Adverbs of manner

6 Look at the sentences and choose the correct alternative.

- 1 It doesn't connect **quickly** or **easily**.
 - 2 It listens **carefully**.
 - 3 The telescope can't pick up the radio signals **clearly**.
 - 4 The team works **hard**. It builds robots **well**.
- a Adverbs of manner tell us what happens/how something happens.
- b Adverbs of manner usually/don't usually end in **-ly**.
- c Adverbs of manner come before/after a verb.
- d Adverbs of manner come before/after the object of a sentence.
- e Adverbs of manner usually/don't usually go with the verb **to be**.
- f All/Not all adverbs of manner are regular.

Check it page 74

7 Complete the sentences with the correct form of the words in bold. Be careful with spelling.

- 1 Grandpa is a **slow** driver. He drives
- 2 Her smile is **nice**. She smiles
- 3 My dog is **noisy** when it eats. My dog eats
- 4 Is his writing **clear**? Does he write ?
- 5 We aren't **bad** tennis players. We don't play tennis
- 6 Is he **loud** when he speaks? Does he speak ?
- 7 He's a **fast** swimmer. He swims
- 8 Her paintings are **beautiful**. She paints

8 Put the words in order to make sentences.

- 1 quickly / He eats / his breakfast / .
- 2 explains / clearly / things / She / .
- 3 carefully / They / their homework / don't do / .
- 4 Wow! / draw / well / You / .
- 5 My parents / very hard / work / .
- 6 never / video games / They / play / quietly / .

9 Choose the correct alternative.

THIS IS ROCKET LEAGUE

Rocket League® is a football video game, but the players don't kick the ball with their feet, they hit the ball (a) hard/hardly with cars!

It's a fun game for all players. You can play (b) good/well or you can play (c) bad/badly... it doesn't matter. It's always (d) great/greatly. How do you play Rocket League? You have a car and you use it to play football. You can play with one, two, three or four players in a team. You drive your car (e) quick/quickly and you play (f) fast/fastly. The cars can jump (g) easy/easily and hit the ball in the air. You try to score (h) good/well goals.

Teenagers around the world love it!



Use it ... don't lose it!

- 10 **SPEAKING** Ask and answer questions about how you do things. Use these adverbs of manner or your own ideas.

badly • beautifully • carefully • easily • fast •
hard • quickly • quietly • well

- | | |
|--------------------|----------------------|
| 1 sing | 5 walk |
| 2 play video games | 6 read |
| 3 do your homework | 7 work |
| 4 paint | 8 play an instrument |

Do you sing well?

No, I sing very badly!

Reach higher → page 144

Vocabulary

The Internet



- 1 Complete the dialogues with these words. Check that you understand all the words. Use a dictionary if necessary.

56 The Internet

blog • link • password • podcast • search engine • virus • visitor • website

- 1 A: Is there wi-fi in this café?
B: Yes, there is. The is cafe123.
A: Great! I want to listen to a about my favourite singer.
- 2 A: I think my computer has a I can't open any documents.
B: Don't worry. I know a great when you need help with computers.
A: Thanks. Please can you send the to my phone?
- 3 A: Do a lot of people read your ?
B: Yes, there are a lot of every month. They like to read my travel stories.
A: I want to read them, too!
B: Just go to your and type 'Grace's Great Weekends'.

- 2 Complete the sentences so they are true for you.

- 1 My favourite website is
- 2 The website I use when I want information on different topics is
- 3 The search engine I use is
- 4 I listen to podcasts about
- 5 I write a blog.

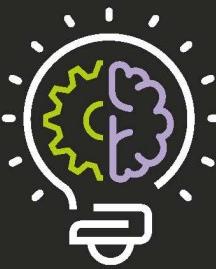
Use it ... don't lose it!

- 3 **SPEAKING** Talk about your answers in 2.

What's your favourite website?

I really like Scratch. I use it to make games and cartoons, and it's a lot of fun.

Reach higher → page 145



GREAT LEARNERS GREAT THINKERS

SWITCH OFF

Lesson aim: To think about the positive and negative sides of technology

Video: Give your brain a break

SEL Social and emotional learning: Questioning your own attitudes and behaviour

- 1 **SPEAKING** Read the sentences. Which do you agree and disagree with?

- 1 Social media is positive.
- 2 Students can't use their phones at school.
- 3 Playing video games all the time isn't good for you.
- 4 Technology is bad for people.

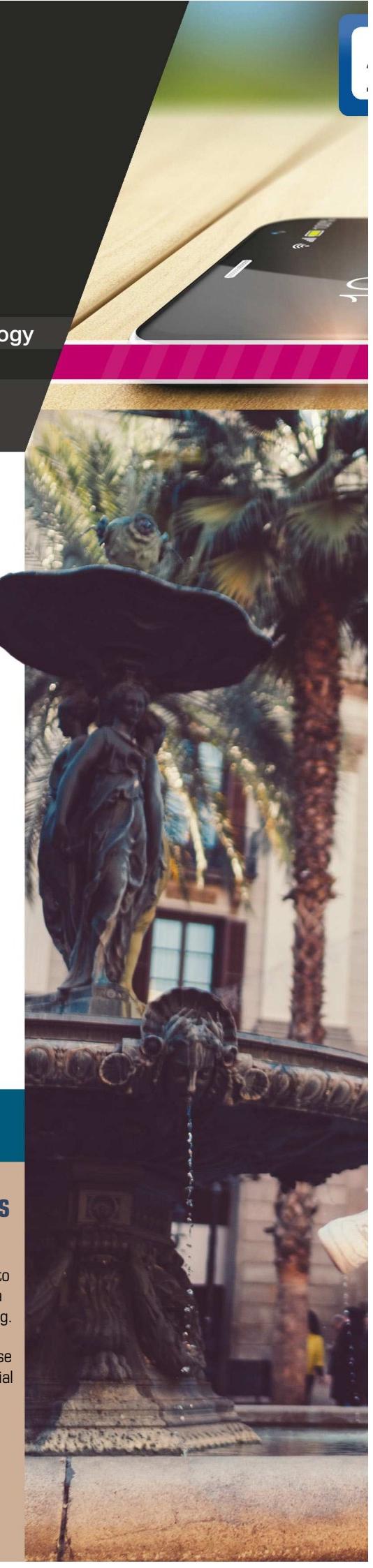
- 2 **VIDEO** Watch the video. Which of the topics in 1 does it mention?

- 3 **VIDEO** Watch the video again. Choose the correct alternative.

- 1 The group of friends can/can't imagine life without social media.
- 2 They delete their social media apps on their tablets/phones.
- 3 They are happy/not happy about deleting their apps.
- 4 When people play video games and use social media all the time, they don't go to school/out.
- 5 When you use social media a lot, it affects/doesn't affect your sleep.
- 6 Young people can/can't live without social media.

- 4 Read the article and answer the questions.

- 1 Can we find information without our mobile phones? How?
- 2 What happens when you and your family or friends haven't got a mobile phone at the table?
- 3 What is a 'tech holiday'?
- 4 What happens when you go out with your friends?



LESS TECH, MORE FUN!

1 ASK PEOPLE INSTEAD

Now, when we need information, we search for it in our phones. We do not remember we can ask real people our questions. Ask questions and don't use your phone. This way you spend more time with people.



2 'NO PHONES AT THE TABLE'

Ask your family and friends not to use their phones at the breakfast, lunch and dinner table. When they haven't got a phone, people speak more to each other and this is good.

4 GO OUT WITH YOUR FRIENDS

Talk to a friend (not on the phone, of course) and agree to go for a walk, play a sport or go shopping. When you are with other people, you use your phone and social media less. And you can have real conversations!

3 TAKE A 'TECH HOLIDAY'

Decide not to use your phone or your computer for a weekend. This means no social media, no texting and no Internet searching.

JUL
24



GREAT THINKERS



Connect-Extend-Challenge

5 SEL SPEAKING Answer the questions.

- 1 **Connect.** What are the four main ideas in the video and text?
- 2 **Extend.** Are these ideas new for you?
- 3 **Challenge.** Are your ideas about phones, social media and video games still the same or are they different after watching the video and reading the text?
- 4 Share your answers with other students. Are they similar or different?

6 SPEAKING Work in small groups.

- Discuss your ideas in 5.
- Make a list of different things you can do to use your phones less and spend more time with people.

GREAT LEARNERS



Great learners question their own attitudes and behaviour.

In this lesson, think about both the positive and negative sides of technology. Why is it good to do this?

Learner profile page 150

Listening

- 1 SPEAKING Ask and answer these questions.



- 1 Look at the picture. Where are these people?
 - 2 Do you think sport video games are 'real' sports?
 - 3 Do you like watching other people play video games? Why/Why not?
- 2 Listen to a teacher talking to students about an e-sports club. How can students join the club?
- 3 Listen again and complete a student's notes.

<input type="radio"/>	<u>E-sports club</u>
<input type="radio"/>	Game: Rocket League
<input type="radio"/>	Ages: 12 to (a)
<input type="radio"/>	Every team has three (b)
<input type="radio"/>	When? On (c) afternoon
<input type="radio"/>	What time? From 4.30 to (d)
<input type="radio"/>	For more information, talk to
<input type="radio"/>	Mr (e) or go online.

4 Critical thinkers

In your opinion, are school clubs with students playing video games a good idea?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



The imperative

- 1 Read these sentences. Then choose the correct alternative to complete the rules (a–e).

- 1 Listen to me, please.
 - 2 Don't be quiet at the matches!
 - 3 Ask your parents.
 - 4 Please don't forget!
 - 5 Tell them it's a fun team activity!
- a We use/don't use the imperative to tell people what to do or what not to do.
- b We make/don't make the affirmative imperative with the infinitive without *to*.
- c We make the negative imperative with *not/don't*.
- d We can/can't use *please* with the imperative to be polite.
- e We use/don't use an exclamation mark (!) with the imperative when we want our words to be strong.

Check it page 74

- 2 Use imperatives and the words given to write typical school rules.

- 1 be late
Don't be late.
- 2 bring your books
- 3 do your homework
- 4 listen to the teacher
- 5 write on the desk
- 6 use your mobile phone without permission

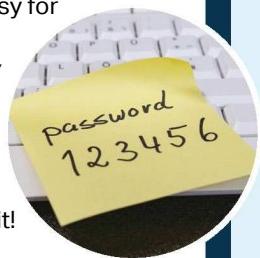
- 3 Read the text about passwords and choose the correct alternative.

HOW TO CREATE A GOOD PASSWORD

Passwords keep your information safe. (a) Choose/Don't choose yours carefully!

To create a good password, (b) make/don't make it long and difficult for other people to guess. (c) Use/Don't use a combination of capital letters, small letters, numbers and punctuation. (d) Include/Don't include personal information, for example your birthday or your pet's name – it's easy for somebody to find this out!

To protect your password, (e) keep/don't keep it secret! (f) Write/Don't write your password in an email. Sometimes you get an email from someone you don't know that asks for your password. (g) Do/Don't do it! They can get all your information!



4 Complete the sentences with the affirmative or negative imperative form of these verbs.

delete • forget • go • log off • watch • write

- 1 It's a nice day today. outside!
- 2 Bye! to send me a postcard from Spain!
- 3 This cooking programme is boring. it!
- 4 It's an important email. it.
- 5 Your computer has a virus. now!
- 6 Here is your maths test. Please clearly.

like, love, hate + gerund

5 Look at the sentences and choose the correct alternative.

- 1 They **like sitting** in front of their computers.
 - 2 You **love playing** video games.
 - 3 Some students **hate playing** football.
 - 4 Some students **can't stand being** outside on cold days.
- a After verbs of liking, we use the *infinitive/-ing* form.
b The phrase *can't stand* means *love/hate*.

Check it page 74

6 Write the words in the correct place.

can't stand • don't like • hate • like • love

- 1 😊😊
- 2 😊
- 3 😕
- 4 / 😕{:} 😕

7 Complete the sentences with the correct form of *love, like, don't like, hate/can't stand* and the verbs given.

- 1 Tim (😊) watch funny animal videos.
- 2 Jack and Lisa (😔) spend a lot of time online.
- 3 Lucy (😔😔) listen to rap music.
- 4 Beth and I (😊😊) go shopping at the weekend.
- 5 My sister (😔😔) get up early in the morning.

8  Do a survey. Think of five questions to ask people about what they like. Then share your results with the class.

Do you like learning English?

Yes, I do. I love it!

9 Choose the best answer (A, B or C) to complete the text.

Culture exchange



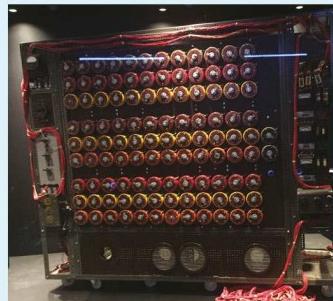
The National Museum of Computing

Do you like (1) museums? There's a special one near London. The National Museum of Computing shows visitors the history of computers, as well as the history of the Internet and video games.

There are many famous early UK computers to see. (2) at the photo. That's a copy of the Bombe computer, from the 1940s. Computer scientists look (3) at photos of old computers and they use old technology to build the copies. The computers work (4)

There are also large computing systems from the 1950s to the 1970s – each one can fill a room! The technology we use now – including the smartphone we put in our pocket – is small. (5) you imagine a large computer like that in your home?

Some people (6) stand going to museums because they think they're boring. But not this museum. It's fun for young visitors. They (7) learning about the old technology and they (8) use some of it too at the museum.



- | | | |
|-----------|-----------|------------|
| 1 A visit | B visits | C visiting |
| 2 A Look | B Looks | C Looking |
| 3 A close | B closely | C closed |
| 4 A good | B nice | C well |
| 5 A Do | B Have | C Can |
| 6 A don't | B can't | C aren't |
| 7 A love | B want | C can |
| 8 A do | B can | C love |

Exam tip

In this type of activity, there are three possible options for each gap. Is it important to look at the words both before and after the gap? Why?

Use it ... don't lose it!

10  What types of museum do you want to visit?

Reach higher ➤ page 145

Developing speaking

Talking about likes and dislikes

- 1 **SPEAKING** Look at these activities. Which activities use technology? Which activities don't?



- 2 **SPEAKING** Say which activities in 1 you like doing and which you don't like doing.

- 3a **58** Listen to Mike talking to Emma, a new girl at school. Answer the questions.

- 1 What three things does Emma do at the weekend?
- 2 Does Emma like watching TV?
- 3 What sport does Emma play?
- 4 Where does Emma go with her family?

- 3b **58** Listen again. Match the activity (1–6) to the word she uses to describe it (a–f).

- | | |
|----------------------|---------------|
| 1 listen to music | a boring |
| 2 chat to my friends | b exciting |
| 3 play video games | c fun |
| 4 watch TV | d interesting |
| 5 play sports | e nice |
| 6 visit museums | f relaxing |

- 4 Answer the questions.

- 1 Does Emma give details about her activities?
- 2 Does Emma give yes/no answers?
- 3 Does Emma give reasons for her answers?
- 4 Does Emma use because to explain her reasons?
- 5 Does Emma use adjectives to describe activities?

- 5 **58** Listen again. Tick (✓) the expressions in the Speaking bank that you hear in the dialogue.

Speaking bank

Useful expressions for talking about likes and dislikes

Talking about likes

- I love + -ing
- I like + -ing

Talking about dislikes

- I don't like + -ing
- I can't stand + -ing
- I hate + -ing

Giving reasons

- I ... because ...

Ways of saying yes and no

- Of course.
- Actually, no.
- Not really.

Exam tip

When you talk about likes and dislikes, why is it important to give some details and reasons for your answers?

- 6a **SPEAKING** Ask and answer.

Student A: Ask your partner these questions:

- 1 What do you do at the weekend?
- 2 Do you like watching TV?
- 3 Do you play any sports?
- 4 Do you go out with your family?

Student B: Look at page 157 for information about different activities. Use the information to answer your partner's questions.

- 6b **SPEAKING** **Student B:** Ask your partner the questions in 6a.

Student A: Look at page 158 for information about free-time activities. Use the information to answer your partner's questions.

Practice makes perfect

- 7a Answer the questions in 6a so that they are true for you. Use the expressions in the Speaking bank to help you.

- 7b **SPEAKING** Ask and answer the questions in 7a.

Developing writing

A survey

- 1 **SPEAKING** Read the survey results about British 12 to 15-year-olds. Do the results surprise you?



For sources of data in exercise, see acknowledgments page.

- 2 **LISTENING** Listen to Mark asking his friend Tilly the questions in the survey and write Tilly's answers.

HOW DO YOU USE YOUR DEVICES?

- 1 What devices have you got?
- 2 How many hours a week do you spend playing video games?
- 3 How many hours a week do you spend online?
- 4 What device do you mainly use to go online?
- 5 What website do you use to watch videos?
- 6 What type of videos do you like watching?
- 7 What rules do your parents give you to use your devices?

- 3 **SPEAKING** Ask and answer the survey questions for you.

- 4 Read the advice in the Writing bank about how to write a survey.

Writing bank

How to write a survey

- Include a title to explain what the survey is about. It can be a statement or a question.
- Make all your survey questions relevant to the topic.
- Put the questions in a sensible order. We usually start with simple questions that can be answered with a list of things or a number. Then we ask more general questions that are answered with sentences.
- Check your questions to make sure you don't make any grammar or spelling mistakes.

Practice makes perfect

- 5a Write a survey to find out how your classmates spend their free time.

- Use the model in 2, the advice in the Writing bank and the sample below to help you.
- Remember to include questions about sports and activities with friends and family.
- Use the Writing checklist on page 149 to check your survey.

What do you do in your free time?	Susana	Pedro	Alicia
1 Do you go shopping with your friends?	yes	never	yes
2 How often do you ...?			

- 5b **SPEAKING** Ask the questions to the members of your group and write their answers on a separate piece of paper. Then tell the class about your results.

**can/can't**

Affirmative	I/You/He/She/It/We/They can swim.
Negative	I/You/He/She/It/We/They can't (cannot) fly.
Question form	Can I/you/he/she/it/we/they use the Internet here?
Short answers	Yes, I/you/he/she/it/we/they can . No, I/you/he/she/it/we/they can't .

- We use **can** to talk about ability.

I can speak English.

- We write **cannot** as one word, not two.

Adverbs of manner

- We use adverbs of manner to describe how we do something, they go with verbs (but not the verb **to be**).

Regular adverbs

- We add **-ly** to the adjective:
quick – quickly, close – closely, beautiful – beautifully
- We sometimes need to change the spelling of the original adjective:
noisy – noisily

Irregular adverbs

- good – well, fast – fast, hard – hard, early – early, late – late

The imperative

Affirmative	Delete it! Buy this.
Negative	Don't delete it! Don't buy that.

- We make the imperative with the infinitive without **to**.
- The form of the imperative is the same in the singular and plural.
- We can use exclamation marks (!) with the imperative to make our words strong.
- We can use **please** with the imperative to be polite.
- We use the imperative to give instructions, orders or advice.

like, love, hate, etc. + gerund

- After verbs of liking we use the **-ing** form of the verb.

I love listening to music.

He likes going out with his friends.

We don't like doing homework.

- can't stand** has a similar meaning to **hate**.

They hate/can't stand staying home at the weekend.

Vocabulary**1 Computers and mobile devices**

battery • charger • desktop • keyboard • laptop • monitor • mouse • printer • smartphone • speaker • tablet • touchpad • touch screen • volume key • webcam

2 Using computers and mobile devices

charge • click on • copy • cut and paste • delete • download • log off • log on • print • save • send an email

3 The Internet

blog • link • password • podcast • search engine • virus • visitor • website



Grammar test

can/can't

- 1 Look at the information and write what the people can and can't do.

	speak French	use a computer	make a cake
Mark	x	✓	✓
Ellie	✓	✓	x

- 1 Ellie a cake.
- 2 Mark and Ellie a computer.
- 3 Ellie French.
- 4 Mark a cake.
- 5 French? No, he

/ 6 points

Adverbs of manner

- 2 Choose the correct alternative.

- 1 She's tired because she works hard/hardly every day.
- 2 You dance beautiful/beautifully. Do you have a dance teacher?
- 3 I like this printer. It prints pictures well/good.
- 4 He isn't an artist – he draws very bad/badly!

/ 4 points

The imperative

- 3 Complete the sentences with the affirmative or negative imperative form of these verbs.

buy • come • make • talk • tell

- 1 This is a great jacket. it!
- 2 We want to go to the cinema. Please with us.
- 3 me the answer! I'm sure I can find it.
- 4 Class, your test starts now. Please
- 5 12345678 your password!

/ 5 points

like, love, hate + gerund

- 4 Use the prompts to write sentences.

1 Lucy / like / walk / to school

.....

2 I / hate / listen / to rap music

.....

3 you / not like / read / on your tablet

.....

4 we / love / dance / at parties

.....

5 I / can't stand / play / video games.

/ 5 points

Vocabulary test

Computers and mobile devices

- 1 Choose the correct alternative.

- 1 I can't see you. There's a problem with the speaker/webcam.
- 2 The battery is dead. I need my charger/keyboard.
- 3 Press the volume key/printer and you can hear the video.
- 4 The monitor is dirty because you use the touch screen/touchpad.
- 5 I keep my tablet/smartphone in the pocket of my jeans.
- 6 Do you like using a touchpad or do you prefer a battery/mouse?
- 7 Please get some paper for the printer/webcam.

/ 7 points

Using computers and mobile devices

- 2 Complete the words in the sentences.

1 Excuse me. Where can I c..... e my phone?

2 You can c..... y and p..... e this paragraph – put it at the top of the page.

3 I always d..... e emails from people I don't know.

4 Andy wants to d..... d music from the Internet for his party.

5 I want to keep these videos. Can you show me how to s..... e them on my phone?

6 This email isn't safe to open. Don't c..... k o..... it!

7 It's late. Please l..... o..... your computer and go to bed.

/ 7 points

The Internet

- 3 Put the letters in the correct order to make words connected with the Internet.

1 glob

3 bestwie

5 hesacrigneen

2 suvri

4 swordsap

6 dacspot

/ 6 points

Total:

/ 40 points

6

SHOP AROUND

Vocabulary in context

Shops

Shopping

- 1a** **SPEAKING** Look at the photos of the different shops. Tell your partner what you can buy there.



- 1b** Match the photos (a-f) to these words. Check that you understand all the words. Use a dictionary if necessary.

60 Shops

bakery • bank • bookshop • butcher's • chemist's • clothes shop • department store • jeweller's • newsagent's • post office • shoe shop • sports shop • supermarket

- 2** Complete the sentences with some of the shops in 1b.

- 1 Do you want to buy different kinds of things in one place? Go to the
- 2 Do you want to buy tennis shoes or a tennis racket? Go to the
- 3 Do you want to find a dictionary or a good book to read? Go to the
- 4 Do you need medicine because you aren't well? Go to the
- 5 Do you want some bread or a cake for a special day? Go to the
- 6 Do you need some money to buy all these things? Go to the

- 3** **SPEAKING** Ask your partner which of the shops in 1b they and their family go to.

Do you go to the bakery?

No, we haven't got one in my town. We buy bread at the supermarket. What about you?

- 4** Match some of these words to letters a-g in the picture. Use the dictionary to check the meanings you don't know.

61 Shopping

cash • change • credit card • customer • price • purse/wallet • receipt • sale • shop assistant • size



- 5a** Complete the text with some of the words in 4. You need to make some words plural.

What does a shop assistant do?

- 1 You help the (a) to find the things they need. For example, you give them shoes to try on and bring them the correct (b)
- 2 Shoppers can pay with a (c) – they don't need actual money, or they can pay with (d) Sometimes, when someone gives you money, you need to give (e)
- 3 After they pay, you give them a (f) – this is a piece of paper. It shows what a person buys and its (g)

- 5b** Listen and check your answers.

Use it ... don't lose it!

- 6** **SPEAKING** Discuss these questions.

- 1 Look at the list of things a shop assistant does in 5a. Which ones do you think are easy to do?
- 2 Do you want to work in a shop?

Reach higher

page 145



Reading

- 1 **SPEAKING** Do you think teenagers prefer to buy things in shops or online? Why?
- 2 **SPEAKING** Read the article. Does it mention any of your ideas?
- 3 **63** Read the article again and answer the questions.
 - 1 These days ...
 - a everyone shops online.
 - b more people shop online.
 - c more young people shop online.
 - 2 When they go to the shops, Emily and Ellie ...
 - a sometimes buy something they like.
 - b always buy all the things they like.
 - c never buy anything.
 - 3 What does Amanda think about sending things back?
 - a It's not difficult.
 - b It's expensive.
 - c It takes a long time.
 - 4 Why does Sam buy things online?
 - a The shops don't sell what he needs.
 - b It saves time.
 - c There are lots of different things online.
 - 5 Why does Guy buy things online?
 - a The shops don't sell the shoes he likes.
 - b He wants to save money.
 - c He likes being the same as everybody else.
- 4 What do the underlined words in the article mean? Guess and then check in your dictionary.

Exam tip

In this type of exercise, why is it useful to give yourself a time limit the first time that you read a text?

5 Critical thinkers

In your opinion, what are the good and bad things about going to the shops and shopping online?

What makes you say that?

Use the photos and the ideas from the text to justify your opinion. Then share your ideas.

Home **About** **Interviews** **News** **Search**

DO TEENS BUY IN THE SHOPS OR ONLINE?

Online shopping is becoming more popular – and not only among young people. We asked some teens about their shopping habits.

What are you buying here today?

Emily: I'm here with my friend Ellie. Actually, we aren't buying anything. We're just enjoying the experience. We go to the shops most weekends. Usually, we don't buy anything, but sometimes I see something I like and I buy it. The good thing about going to the shops is that when I want to get something new, I can get it immediately.

Do you usually go to the shops or shop online?

Amanda: I always shop online. In fact, I'm waiting for a parcel at the moment. I have favourite websites that I use. I order lots of different clothes. When they arrive, I try them on in my bedroom, choose what I like and return the rest for free. It's simple – I just put them back in the bag and take it to the post office. Who wants to spend all afternoon at the shops? Not me! I've got other things to do.

What do you buy online?

Sam: Well, I build computers and I buy all the parts I need online. I'm not looking for anything at the moment, but when I need something, I just go online – there's so much choice, I can find anything I want.

Why do you buy online?

Guy: I think a lot of people are comparing prices online these days and I do the same. Brands are important to me. So I look at a few websites and find them at a good price.

Present continuous – affirmative and negative

1a Look at the sentences (1–6) and answer the questions (a–c).

- 1 I'm **waiting** for a parcel at the moment.
- 2 Online shopping **is becoming** more popular.
- 3 We're just **enjoying** the experience.
- 4 A lot of people **are comparing** prices online these days.
- 5 I'm **not looking** for anything at the moment.
- 6 We **aren't buying** anything.

- a What is the main verb in each sentence?
- b Which words come before the main verb?
- c Which sentences are affirmative and which are negative?

1b Look at the sentences in 1a and choose the correct alternative.

- 1 We use the present continuous to talk about routines and habits/things happening now.
- 2 We use at the moment/usually with the present continuous.
- 3 It is/It isn't possible to use contracted forms in sentences in the present continuous.

 **Check it** page 86

2a Complete the sentences with the present continuous of the verbs given.



- 1 I a new pair of shoes. (choose)
- 2 John to the bookshop. (not walk)
- 3 I in the café of this department store. (sit)
- 4 The woman in the bank cash. (get)
- 5 The shop assistants the customers! (not help)
- 6 We to the market. (go)

2b Complete the rules with the verbs in 2a.

To make the -ing form

- 1 For most verbs, just add *-ing* to the infinitive form:
.....
- 2 When the infinitive form of the verb ends in one vowel and one consonant, we double the consonant and then add *-ing*:
.....
- 3 When the infinitive form of the verb ends in consonant + e, we take away the e and add *-ing*:
.....

Flipped classroom video

Watch the Grammar Presentation video



3 Look at the photo and complete the sentences with the present continuous form of the verbs given.



- 1 People (shop) at a market.
- 2 They (look) at books.
- 3 The girl (buy) a drink.
- 4 The woman (not talk) to the girl.
- 5 The woman and the girl (wear) hats.
- 6 The woman and the girl (smile).

4 Read the statements. Complete the sentences with the affirmative or negative present continuous form of the verbs given.

- 1 I'm at a bakery. (buy)
 - a I a cake.
 - b I fruit.
- 2 She's at home. (rain)
 - a It and she can't go out.
 - b It and she can go out.
- 3 You're at a clothes shop. (try on)
 - a You a ring.
 - b You a T-shirt.
- 4 Grandad's at the chemist's. (get)
 - a He some medicine.
 - b He a newspaper.
- 5 Tom and I are at the sports shop. (look for)
 - a We a basketball.
 - b We a book.
- 6 Alice and Julia are at the beach. (swim)
 - a They in a pool.
 - b They in the sea.

- 5 Complete the text with the present continuous form of the verbs given.

RECYCLE YOUR OLD CLOTHES

What do you do with your old clothes? Do you throw them away? Don't do that! Other people can use them! In fact, more than 70% of all people in the world wear second-hand clothes. Right now, millions of people (a) (go) to markets to get their clothes. They (b) (not buy) new clothes in shops.

As you can see, I (c) (not put) my old clothes in the rubbish. I (d) (do) something useful with them. There's a great app called reGAIN. My sister and I (e) (use) it. It's easy. You download the app, pack the clothes in a box and send the box for free. They collect all the clothes together and then send them all over the world.

It (f) (become) a popular way to help others. But you get something too – using the app you can get discounts at popular shops. Everyone's a winner!



Use it ... don't lose it!

- 6 **SPEAKING** Take turns to say what is happening in your classroom now. Can your partner guess who you are talking about?

This person is doing the exercise with Max.

It's Tina. My turn. This person is walking around the classroom.

Reach higher page 145

Vocabulary

Clothes

- 1 Match the photos (a–f) to some of these words. Use your dictionary if necessary.

64 Clothes

boots • coat • dress • hoodie • jacket • jeans • jumper • sandals • shirt • shorts • skirt • socks • sweatshirt • T-shirt • top • trainers • trousers

a



b



c



d



e



f



- 2 Look at the photos and complete the texts with some of the words in 1.

What are the celebrities wearing?



posted yesterday

Pharrell Williams has got style and he always looks great! Here, he's wearing a black (a) with a white (b) He's also wearing black (c) and his (d) are white.

posted today

Camila Cabello looks amazing! In this photo, she's wearing a red (e) and red (f) She's also wearing white (g)

Use it ... don't lose it!

- 3 **SPEAKING** Draw your perfect school uniform. Then describe what the person is wearing to your partner.

Reach higher page 145



GREAT LEARNERS GREAT THINKERS

RECYCLING AND UPCYCLING

Lesson aim: To think about the importance of creativity

Video: Chloe the upcycler

SEL Social and emotional learning: Being creative

1 **SPEAKING** Ask and answer these questions.

- 1 Do you ever wear second-hand or recycled clothes? Why/Why not?
- 2 Where can you find second-hand clothes where you live?

2 **VIDEO** Watch the video and answer the questions.

- 1 What is an 'upcycler'?
- 2 What's the name of Chloe's clothes label?
- 3 Why do people like Chloe's clothes?

3 **VIDEO** Watch the video again. Complete the sentences with one or two words or a number.

- 1 Cowley Road is the main street.
- 2 When Chloe goes to shops she is looking for
- 3 The clothes she makes are recycled.
- 4 She makes jeans, blouses, and T-shirts.
- 5 Chloe wants to show people how to make their
- 6 The first step is to your materials.
- 7 The second step is to think of
- 8 The third step is to start it.

4 **SPEAKING** Discuss what object from your home or what clothes you want to upcycle and how to follow Chloe's three steps for upcycling:

- find your materials
- think of an idea
- start making it

Individually, draw the result.

GREAT THINKERS

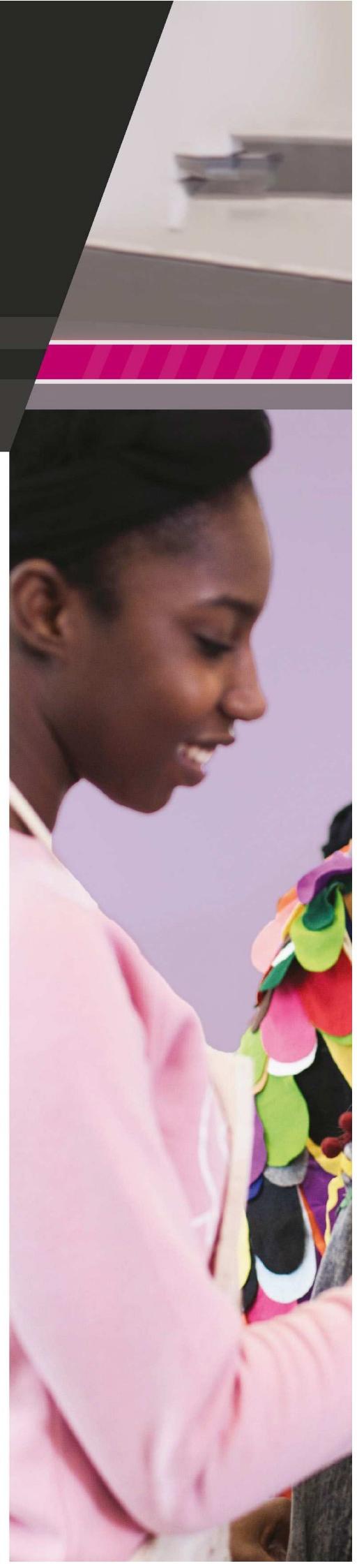


See-Think-Wonder

5a Look at your partner's drawing in 4 and answer the questions.

- 1 What do you **see**? Describe it.
- 2 What do you **think** the object is for? Why?
- 3 What do you want to know about it? What do you **wonder**?

5b **SPEAKING** Share your ideas.





6 Read the text and answer the questions.

- 1 Why is it important to make mistakes?
- 2 Why is going outside important to be creative?

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How to be more

CREATIVE

Creativity is a very important skill and you need it for your studies and your future jobs. But how can you be more creative? Here are some tips from creativity experts.

One great way for you to learn to be more creative is to make mistakes. You often learn from your mistakes and this can help you be more creative.

Another fantastic way to increase creativity is to question anything you aren't sure of and to look for the answers to your questions in different places.

And, finally, possibly the best thing for you to learn to be creative is to go outside and discover nature. Go to the beach or go for a long walk in the country. There's so much beauty in nature! And beauty helps your creativity.

- 7** The text in 6 talks about how teenagers can learn to be creative. Why is creativity important? What can you do to be creative?

GREAT LEARNERS

SEL



Great learners can think creatively.

In 5, you look at a drawing and ask questions about it. This is to think creatively. Why is it important to do this?

Learner profile

page 151

Listening

1 Look at the pictures. What can you see? What do you do at these places?



2 Listen to a phone call between two friends. Which of the places in 1 do they talk about?

3 Listen again and choose the correct answer.

Where does Jack need to go to?

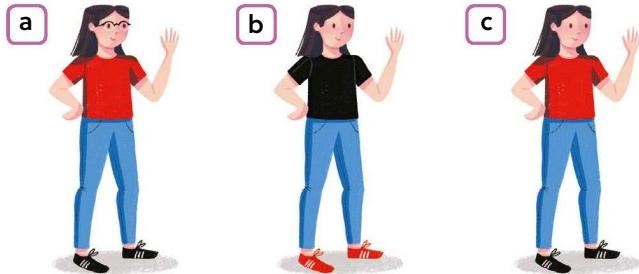
- a the newsagent's
- b the chemist's
- c the café

Exam tip

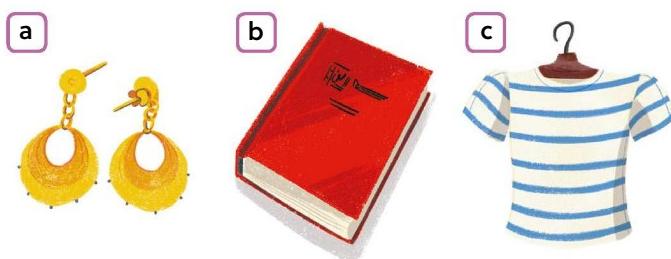
In this type of task, why is it a good idea to look at the pictures before you listen?

4 Listen to three short conversations. For each one, choose the correct answer (a, b or c).

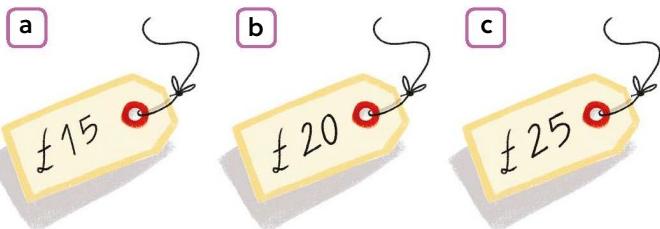
1 Which girl is the boy's sister?



2 What present does the boy decide to buy?



3 How much are the headphones the girl wants?



5 Listen again and check your answers.

Grammar in context 2

Present continuous – questions and short answers

1 Look at the sentences below. Are the statements (a–c) True (T) or False (F)?

- 1 What **are** you doing?
- 2 **Are** you looking for headphones?
- 3 Yes, **I am**. / No, **I'm not**.

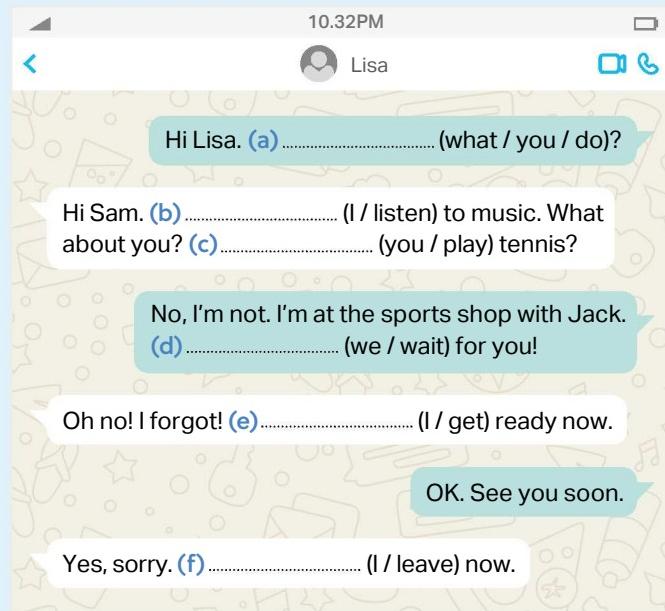
a Question words (*what, where, when, who, etc.*) go at the start of a question. T/F

b The verb *to be* comes before the subject of the question. T/F

c In short answers, we only use the verb *to be*. We don't repeat the *-ing* form of the verb. T/F

Check it page 86

2 Complete the chat with the present continuous form of the words given.



3a Look at the photo. Complete the questions with the correct form of these verbs.

have • shine • wear



- 1 the sun?
- 2 the girl the yellow top unhappy?
- 3 the people a good time?

3b Now answer the questions in 3a.

Present simple and present continuous

4a Look at the sentences and complete the rules with *present simple* or *present continuous*.

Present continuous

- 1 Are you looking for headphones?
 - 2 Tom and I are going to the bookshop now.
- a We use the to talk about
- routines and habits
 - things that are always or usually true.
- b We use the to talk about things that are happening now.

Present simple

- 3 She always wears earrings.
- 4 My sister doesn't wear glasses.

4b Think about the meaning of these words and phrases. Which do we use with the present continuous and which do we use with the present simple?

always • at the moment • never • now • often • right now • sometimes • usually

 Check it page 86

5 Complete the chat with the present simple or the present continuous form of the verbs given.

Culture exchange



CHATONLINE

What do British teens spend money on?

8 MARCH

Hi Jade. (a) (you / do) anything interesting right now?
Hi Ben! Yes, (b) (take part) in a survey about what teenagers usually (c) (spend) their money on. So, every day I (d) (write) down everything I (e) (spend) in a diary.

Do you always remember to do that?

I always (f) (carry) the diary with me. At the moment, I (g) (wait) for Mum and I (h) (have) a cake. This information (i) (go) in the 'confectionery' category – that's sweet stuff like cakes and biscuits. Oh, here's Mum. Chat again soon!

Sure. Bye!

16 MARCH

Hey Jade! Happy birthday! Are you busy?
Thanks! Not really. (j) I (buy) a pair of boots with my birthday money at the moment.
(k) (you / do) that survey right now?
Yes, just now I (l) (include) my birthday present in the diary, in the 'clothes and shoes' category.
Please send me the results of the survey when you can.

TODAY

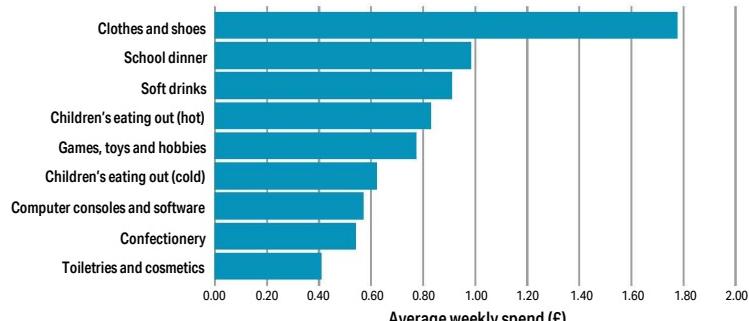
Hi Ben. Here are the results of that survey.
What (m) (you / think)?
Wow! I spend more than that.
Me too. That's because the figures are for 7 to 15-year-olds. The weekly amount (n) (increase) from £7.40 for 7-year-olds to £25 for 15-year-olds.

That makes sense!

Collaborative Project 3

page 89

Weekly spending for children in the UK, ages 7–15 (survey results)



Source: Family spending in the UK

Use it ... don't lose it!

6 SPEAKING  Discuss these questions.

- 1 What's the time now? What things are people doing now in your part of the world?
- 2 What do people usually do after school?

Reach higher

page 145

Developing speaking



Describing photos

- 1 **SPEAKING** Look at the photos (a–b). Which words can you use to describe them?
- 2 **67 Listen** Listen to a girl describing one of the photos in 1. Which photo is she describing?
- 3 Look at the photos and complete the description with these words.

boxes • doing • food • juice • long • looks • people • shelves • trousers • white • woman

I can see a (a) in a supermarket. She's (b) her shopping. She (c) interested in the products on the shelves. She's wearing a (d) blouse and black (e) and she's got (f) brown hair. On the (g) next to her there are some (h) I can't see all the (i) in her trolley, but I think there are some bananas. She's also got some (j) and vegetables. There aren't any other (k) in the shop. She is alone.

- 4 **68 Listen** Listen and check your answers.

- 5 **SPEAKING** Can you describe other things in the photos in 1? Write one or two sentences about what you can see in each photo.

The man in photo A is carrying a black bag.

Speaking bank

Useful expressions to describe photos

Talking about people and things

- You can start your description with:
I can see ...
- You can use *There is/There are ...* to say what you can see.

Talking about what is happening

- Use the present continuous tense:
He's selling the food.

Saying where people and things are

- Use prepositions like *on the left/right, next to, behind.*

In the middle of the photo ...

Practice makes perfect

- 6 **SPEAKING** Student A, turn to page 157. Student B, turn to page 158. Look at the photos and choose one. Plan how you can describe it and remember to use the information in the Speaking bank.

- 1 How many people can you see?
- 2 Where are they?
- 3 What are they doing?
- 4 What are they wearing?
- 5 Do they look happy?
- 6 What else can you see?

- 7 **SPEAKING** Take turns to show your partner your two photos and describe one. Your partner says which photo you are describing. Use your ideas in 6 to help you.

Developing writing

A short email



- 1 **SPEAKING** Read the writing task. What do you like to do with your friends? Where do you meet?

It's Friday morning. You want to meet your friend in the afternoon. Write an email to your friend.

Say:

- why you are writing
- what time you want to meet
- where you want to meet.

- 2 Here are two emails for the task in 1. Read them and answer the questions.

Hi Pam,

It's Friday today. I want to go shopping. I really like the department store near the park. I think it's great! Would you like to come with me? Then I want to go to a café. Which café do you think is good? Do you like the place on Bridge Street? I can go shopping at two o'clock.

Helen

Hi Anna,

Do you want to come shopping with me this afternoon? I need to buy some socks but we can look around as well. We can go to a café later and have a snack, too. Why don't you meet me at two o'clock in front of the department store?

I hope you can come!

Julia

- 1 Does Helen invite Pam to meet with her?
- 2 Does Helen suggest a time to meet?
- 3 Does Helen suggest a place to meet?
- 4 What does Julia suggest doing?
- 5 What time does Julia suggest meeting?
- 6 Where does Julia suggest meeting?

- 3 Read the Writing bank. Which sentence in Julia's email is not really important for the task?

Writing bank

Writing a short email

When you write a short email for a writing task in English:

- include all the information you are asked for.
- include other useful and relevant information, such as dates, times, places, etc. For example, on *Thursday*, at two o'clock, at the café.
- make suggestions, for example, *We can ...*, *Do you want to ...?* *Can you ...?* *Why don't you/we ...?* *Would you like ...?*
- it is important to check your spelling, punctuation and grammar.

- 4 Read Lucy's email to her brother. Match the underlined mistakes (a–f) to the types of mistake (1–6). Then correct the mistakes.

Hi Max,

I **(a)** go to the shops now. We need some things for the party tonight. I want to buy snacks and drinks but I **(b)** don't think I can carry all the **(c)** shoping bags. **(d)** You can meet me at the **(e)** chinese supermarket at 2.30?

(f) Yours sincerely,

Lucy

- 1 capital letters
- 2 punctuation
- 3 spelling
- 4 style
- 5 tenses
- 6 word order

Practice makes perfect

- 5 Look at the instructions. Write some ideas to include in your email.

You want to buy your brother a present for finishing university and you want your friend to help you choose something. Write an email to your friend.

Say:

- why you want your friend to come shopping
- what time you want to meet
- where you want to meet.

- 6 Write your email. Use the Writing bank and Julia's email in 2 to help you. When you finish your email, use the Writing checklist on page 149 to check it.



Present continuous

Affirmative	I/You/He/She/It/We/They + am/are/is + verb + -ing <i>I'm shopping.</i>
Negative	I/You/He/She/It/We/They + am not/aren't/isn't + verb + -ing <i>He isn't working.</i>
Question form	Am/Are/Is + I/you/he/she/it/we/they + verb + -ing? <i>Are they coming?</i>
Short answers	Yes, I/you/he/she/it/we/they + am/are/is No, I/you/he/she/it/we/they + am not/aren't/isn't <i>Yes, we are. No, it isn't.</i>

Spelling

- We usually add **-ing** to the verb to form the present participle.
do → doing eat → eating walk → walking
- When verbs end in one or more consonant + e, we omit the e and add **-ing**.
make → making have → having use → using
- When a verb has only one syllable and finishes with one vowel and one consonant (except w, x or y), we double the consonant and add **-ing**.
sit → sitting stop → stopping run → running
- We use the present continuous to talk about actions that are happening now.
He's at the shoe shop. He's buying boots.
I'm using a very good app to shop online.
We're sitting in class and waiting for the teacher

Present simple and present continuous

- We use the present simple to talk about regular habits and routines, and things that are always or usually true.
- We use the present continuous to talk about things that are happening now.
We go (present simple) to school during the week. But it's the weekend, so today we're going (present continuous) to the shopping centre.

Vocabulary

1 Shops

bakery • bank • bookshop • butcher's • chemist's • clothes shop • department store • jeweller's • newsagent's • post office • shoe shop • sports shop • supermarket

2 Shopping

cash • change • credit card • customer • price • purse/wallet • receipt • sale • shop assistant • size

3 Clothes

boots • coat • dress • hoodie • jacket • jeans • jumper • sandals • shirt • shorts • skirt • socks • sweatshirt • T-shirt • top • trainers • trousers



Grammar test

Present continuous

- 1 Complete the sentences with the verbs given. Use the present continuous.

- 1 I (walk) to school today.
- 2 He (not study) now.
- 3 (you / listen) to music at the moment?
- 4 We (not buy) anything today.
- 5 (it / rain)?
- 6 We (not stay) at home today.
- 7 I (not wear) jeans today.
- 8 Kate and I (make) lunch.
- 9 (Lucy / run) in the race?
- 10 She (sit) with Ben.

/ 10 points

Present simple and present continuous

- 2 Are the sentences correct? Say why. If not, write them correctly.

- 1 I am brushing my hair every morning.
- 2 What are they doing now?
- 3 Do you watch TV during the week?
- 4 Right now, one million people send text messages.
- 5 People are often going online to find information.
- 6 Teenagers are needing eight to ten hours sleep each night.
- 7 I am having my lunch at the moment.
- 8 Today I cook my favourite dish, lasagne.
- 9 I'm always washing my hands before lunch.
- 10 We usually go out with our friends at the weekend.

/ 10 points

Vocabulary test

Shops

- 1 Read the definitions and write the words.

You can ...

- 1 buy meat here.
- 2 buy a magazine here.
- 3 buy bread here.
- 4 buy medicine here.
- 5 get money here.
- 6 send letters here.

/ 6 points

Shopping

- 2 Complete the sentences with these words.

cash • customers • price • receipt •
shop assistants • wallet

- 1 'What's the of these shorts, please?' '£10.'
- 2 I can't find my and all my money is in it!
- 3 It's quiet in the shop – there aren't any
- 4 'Here is your change and your' 'Thank you.'
- 5 You can't use credit cards here, only
- 6 When you need help to find your size, ask the

/ 6 points

Clothes

- 3 Complete the words for clothes with the correct vowels. Then match the words (1–8) with the pictures (a–h).



1 tr.....s.....rs

2 h.....d.....

3 s.....nd.....ls

4 c.....t

5 tr.....n.....rs

6 j.....m p.....r

7 s w.....t s h.....rt

8 j.....ck.....t

/ 8 points

Total:

/ 40 points

Listening

Listening exam tip

In listening exams where you need to listen for detailed information, remember ...

Look at the questions and pictures before you listen. They give you an idea of what the conversation is about.

- 1** **SPEAKING** Look at the three pictures in each question below. What are the differences in the pictures?

- 2** **ES3** Listen to the conversations. For each question, choose the correct picture.

1 Where is Emma putting the advert?

A



B



C



2 How much does the computer game cost?

A



B



C



3 What time does the shop close?

A



B



C



- 3** **SPEAKING** How does using the pictures help you?

Speaking

Speaking exam tip

In speaking exams when you need to answer questions about yourself and what you do, remember ...

Give as much information as you can. Try to include a reason in what you say. If you don't understand a question, ask the examiner to repeat it.

- 1** **SPEAKING** Tell each other what you like about these things:

- smartphones
- tablets
- computers

- 2** **SPEAKING** Look at these questions. The examiner may ask you questions like these in the first part of the exam. Practise asking and answering these questions with a partner.

Computers

How often do you use a computer?

What do you use a computer for?

Shopping

How often do you go shopping?

Who do you usually go shopping with?

- 3** **SPEAKING** Now discuss with a partner ...

- the websites you like
- the technology you use.

- 4** Read the tip and think of your answers and your partner's answers.

Did you ...	
understand all the questions?	Yes / No
give reasons in each answer?	Yes / No
speak clearly?	Yes / No

Did your partner ...	
understand all the questions?	Yes / No
give reasons in each answer?	Yes / No
speak clearly?	Yes / No



Spending habits of teens in your country



1 SPEAKING Starting point

Look back at the Culture exchange text about the spending habits of UK teens on page 83. Do you think the way UK teens spend their money is similar to teens in your country?

2 SPEAKING Project task

Search for information on the Internet about the spending habits of teens in your country, so you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster C video message
- B presentation D information leaflet

Research areas

- the five or six main things teens spend their money on
- what they buy online and what they buy in shops
- how much money they spend in a week
- where they get their money from, i.e. parents or a part-time job



3 Think about ...

Digital skills

When you search for information on the Internet, you can get millions of results. To help you find specific results, use the symbol +. For example, Mexico + teens + online shopping.

Intercultural awareness

Teenagers from different cultures spend their money in different ways. Think about what is different about the way teenagers in your country spend their money, compared to other countries.

Collaboration

When you work in a team, you need to listen to and respect every member. That's why it's important to give and accept helpful advice.

Useful language

*I think it's a good idea to ...
Maybe we can ... instead of ...
OK, let's try that.
Yes, I think that's better.*

Academic skills

When you present information in a graph or a diagram, you need to explain it too. Use simple language to do this. You can use a bullet point for each thing you explain, and this also makes your presentation clearer.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories:

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>

7

DREAM TEAM

Vocabulary in context

Sports

Sports competitions

- 1a** **SPEAKING** Draw one of these sports on the board. Can the class guess the word?

69 Sports

athletics • baseball • basketball • cycling • football • golf • gymnastics • horse-riding • ice hockey • ice-skating • judo • rugby • running • sailing • skiing • swimming • tennis • volleyball

- 1b** Match the words in 1a to the photos (a–f).



- 1c** 70 Listen and check your answers.

- 2a** Match the sentences (1–3) to the rules (a–c) for when we use *play*, *do* and *go* with sports.

- 1 My sister **does** gymnastics at the sports centre.
 2 Billy **goes** sailing with his uncle at the weekend.
 3 Sue and Belinda **play** football for the school team.
 a We usually use *play* with sports that need a ball or something similar to a ball.
 b We usually use *go* with -ing words.
 c We usually use *do* with non-ball sports and words that don't end -ing.

- 2b** Now decide if each sport in 1a goes with *play*, *go* or *do*. Write a list.

- 3** **SPEAKING** Ask and answer these questions.

- Which sports do you do?
- When do you do them?
- Which sports do you watch?

I go cycling with my dad.

I usually watch basketball and ice hockey at home.

- 4** **SPEAKING** Match the definitions (1–6) to these words. Use your dictionary if necessary.

71 Sports competitions

champion • cup • final • league • match • medal • race • referee • score • spectator • team • winner

- This is a group of people that play a sport together.
- This person watches sport.
- This person makes the players follow the rules of a sport.
- a competition between runners, horses, etc.
- the number of points, goals, etc. in a game
- a game in a football competition

- 5a** **SPEAKING** Read the posters. Which sport event do you prefer to go to? Why?



- 5b** 72 Listen to two people talking about the sports events on the posters. Where do they go?

Use it ... don't lose it!

- 6** **SPEAKING** Answer the questions.

- Which sports competitions are famous in your country?
- Which sports competitions do you like watching? Why?

I like watching the Champions League matches because all of the football teams are very good.

Reach higher page 145



Reading

1 SPEAKING Discuss the questions.

- 1 Who can you see in the photo on the right?
- 2 What do you think they are doing?

2 Read the article from an online sports site. What are video referees?

FEATURED ARTICLES

NEWS

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VIDEO REFEREES: GOOD, BAD OR NECESSARY?

Referees are responsible for making decisions in a game, but when many sports first started, there weren't any referees. There were team captains and they were responsible for making these decisions. Were the teams always happy with the decision? Sometimes they were but other times they weren't! Now, there are referees in nearly all sports to make sure players play by the rules of the game. But many sports also use video technology.

Video technology uses cameras to show different views of a match. Sports like hockey and tennis, for example, use a system called Hawk-Eye to decide if a ball is out. This is because actions are too fast to see, or the referee isn't in a good position to see well.

Nowadays, many sports use video referees. A video referee watches the event in a room with lots of monitors. Different sports use video refereeing differently. In NBA (National Basketball Association) games, the fans in the stadium watch replays on a big screen, so they can see why the referee isn't sure about a point. In rugby championships, fans can also listen to the conversation between the match referee and the video referee.



Sometimes the video referee helps with really big decisions. One example was the 2019 FIFA Women's World Cup™ match between Scotland and Argentina. It was nearly the end of the match. The referee stopped the game and asked the help of the video referee. The spectators weren't happy because there wasn't any information for a long time. After the VAR* review, there was a penalty and the Scottish goalkeeper saved it. But the goalkeeper moved too early and the VAR referee saw this. There was another penalty and Argentina scored. Scotland were out of the competition.

So, are video referees necessary? Some people love them, others hate them – it probably depends if your team is winning!

*VAR: video assisted referee

3 73 Read the article again. Answer the questions.

- 1 Why is Hawk-Eye used in sports like hockey and tennis?
- 2 Do all sports use video referees in the same way?
- 3 Where are the video referees?
- 4 Which competitions use video referees?
- 5 Why were the spectators unhappy in the FIFA Women's World Cup?

4 What do the underlined words in the article mean? Guess and then check in your dictionary.

5 Critical thinkers

Do you think video technology is a good or bad thing in sport?

What makes you say that?

Use the article and other information to justify your opinion. Then share your ideas.

Past simple – to be

- 1** Read the sentences (1–6) and choose the correct alternative in a–d.

- 1 It **was** nearly the end of the match.
 - 2 Many people say it **wasn't** correct.
 - 3 The captains **were** responsible for making decisions in a game.
 - 4 The spectators **weren't** happy.
 - 5 **Were** the teams always happy with the decision?
 - 6 Yes, they **were**. / No, they **weren't**!
- a We use was/were with *I, he, she, it*.
- b We use was/were with *you, we, they*.
- c We use wasn't/weren't for the negative form of **was** and wasn't/weren't for the negative form of **were**.
- d We use **was** or **were** before/after the subject to make a question.

Check it page 100

- 2** Complete the sentences with the past simple of **to be**.

- 1 Richard **was** at home yesterday.
- 2 My friends at the cycling race last weekend.
- 3 His sister at basketball practice yesterday because she ill.
- 4 It my brother's birthday last Friday.
- 5 My parents at the Rugby League Final on Saturday.
- 6 you and your friend at the football match last night?
No, we

- 3** Put the words in order to make questions.

- 1 it / yesterday / sunny / Was
Was it sunny yesterday?
- 2 when / you / old / school / were / Were / you / three / at / years
.....
- 3 in / English / you / yesterday / Were / class
.....
- 4 you / were / Saturday / Where / last
.....
- 5 last / your / old / you / How / on / birthday / were
.....

- 6** today / late / class / you / Were / for
.....

- 7** hour / you / were / ago / an / Where
.....

- 8** city / born / another / you / Were / in
.....

- 4** Ask and answer the questions in 3. Give true answers.

Was it sunny yesterday?

Yes, it was!

- 5a** Complete the text about Australia. Choose the correct alternative.

Culture exchange



The number 1 sport in Australia

According to a Roy Morgan report, swimming

(a) was/were the number one sport among adults and children in Australia with over six million Australian adults going swimming regularly, a quarter of the total population. It (b) was/were also the sport in which there (c) was/were more women than men. Other popular sports among adults (d) was/were running, athletics and cycling.

Just under half of Australian children, 6 to 13 years old, (e) was/were also regular swimmers. Popular sports for children were football, cycling, basketball and dancing. But there (f) was/were a big difference in age groups. By the time children (g) was/were 14 years old, less than 10% (h) was/were active swimmers and, in the case of football, this figure (i) was/were only 3%. According to SportAus, 78% of teenagers in Australia (j) wasn't/weren't very active and this is a problem for their health.

- 5b** Read the text again and answer the questions.

- 1 Which sports are popular in Australia?
- 2 How similar or different are popular sports in your country?



There was/There were

- 6 Read the sentences (1–4) and answer the questions (a–d).

- 1 There **were** team captains.
- 2 There **was** a lot of debate.
- 3 There **wasn't** any information.
- 4 There **weren't** any referees.

Which sentences are ...

- a affirmative?
- b negative?
- c singular?
- d plural?

Check it page 100

- 7 Read about the Pan American Games. Then complete the sentences with *there was*, *there were*, *there wasn't* and *there weren't*.



	1951 BUENOS AIRES	2019 PERU
Number of athletes	2,513	6,680
Countries	21	41
Number of events	140	419
Number of sports	18	39
New sports		Surfing, bodybuilding
Total number of medals	391	1,360

- 1 *There were* 2,513 athletes at the first Pan American Games in Buenos Aires in 1951.
- 2 In 2019 39 different sports in the Games.
- 3 a surfing event in Buenos Aires in 1951.
- 4 In 1951 18 sports.
- 5 a total number of 1,360 medals in 2019.
- 6 41 countries participating in 2019.
- 7 In 1951 419 events, 140 events.

Use it ... don't lose it!

- 8 **SPEAKING** Take turns to make more sentences using *There was/There were* about the Pan American Games.

Reach higher

page 146

Vocabulary

Sports people

- 1a **SPEAKING** Match the sports people in the photos (a–d) to some of these words. Use your dictionary if necessary.

74 Sports people

athlete • climber • cyclist • (Formula 1) driver • gymnast • (football/ice hockey/tennis) player • (horse/motorbike) rider • runner • sailor • skater • skier • swimmer



- 1b The words in 1 are for people. All of them except two come from verbs. Write the verbs. Which words do not come from a verb?

- 2 **SPEAKING** Do the World Sports Quiz.

WORLD SPORTS QUIZ

- 1 Which sports people go to competitions in a velodrome?
a) runner b) cyclist c) horse rider
- 2 Which sports person uses a club, a ball and needs holes in the ground?
a) ice hockey player b) golfer c) tennis player
- 3 What sports people take part in the Tour de France?
a) skiers b) motorbike riders c) cyclists
- 4 How many players are there in a basketball team?
a) five b) seven c) nine
- 5 Which of these sports people does not use a net?
a) volleyball player b) football player c) sailor
- 6 How many players are there on an Olympic® ice-hockey team?
a) six b) seven c) eight

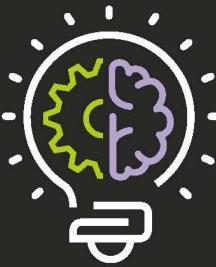
Use it ... don't lose it!

- 3a **SPEAKING** Make two more questions about sports people.

- 3b **SPEAKING** Have a class sports quiz. Ask and answer your questions in 3a as a class.

Reach higher

page 146



GREAT LEARNERS GREAT THINKERS

SUCCESS AND DISCIPLINE

Lesson aim: To think about the importance of self-discipline

Video: Extreme biking

SEL Social and emotional learning: Being self-disciplined



1 **SPEAKING** Ask and answer these questions.

- 1 What do you know about extreme sports?
- 2 Do you want to do an extreme sport one day? Which one?

2a You are going to watch a video about mountain biking. Do you think it is a dangerous sport?

2b **VIDEO** Watch the video and check your answer in 2a.

3 **VIDEO** Watch the video again. What do these numbers refer to?

19 • 400 • 10 • 35 • 4,500 • -10 • 5,500

4 What do you think 'self-discipline' means? Choose the correct definition.

- a to do things well
- b to be popular
- c to control yourself

5 **SPEAKING** Read the text. Ask and answer these questions.

- 1 Self-discipline is the ability to control yourself and to make yourself work hard. What does self-discipline help you to do in sports and life?
- 2 What does research show about self-discipline?

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THE IMPORTANCE OF SELF-DISCIPLINE

Self-discipline is a very important ability. It helps you do things and get what you want in life. You need this skill to be good at different things, like a sport, or just to sit and study. When you have self-discipline, you always finish the things you begin. When you do this regularly, it becomes a habit. Studies from the George Mason University in the US show that people with self-discipline get very good marks at school and university, and have good personal relationships.

Life is not easy and we all have problems, but self-discipline helps us to solve these problems and get what we want. People with self-discipline are happy and strong.





GREAT THINKERS



Sentence-Phrase-Word

6 **SPEAKING** Follow the instructions

- 1 Find **one sentence** in the text that tells you why self-discipline is important.
- 2 Choose **one phrase** in the text that you liked.
- 3 Choose **one word** in the text that you think describes self-discipline.
- 4 Share your sentence, word and phrase with other students. Are they similar or different?

7 SEL **SPEAKING** The text in 5 talks about the importance of self-discipline. How can you use the information in the text in your own life? Give examples.

GREAT LEARNERS



Great learners make connections.

In this lesson, you are making connections between what you learn and your own life. Why is it important to do this?

Learner profile → page 151

Listening

- 1 SPEAKING Ask and answer the questions.



- 1 What can you see in the photo?
- 2 Where do you think they are?

2a 75 Listen to a podcast about breaking. Who was the winner at ...

- a the Youth Olympic Games® in Buenos Aires?
Bumblebee/Kastet
- b the World Competition in Mumbai?
Bumblebee/Kastet

2b 75 Choose the correct alternative. Listen again and check your answers.

- 1 A battle is when two/three people dance against each other.
- 2 Breaking started in Buenos Aires/New York.
- 3 Bumblebee started breaking when he was seven/nine years old.
- 4 Bumblebee watched videos/TV.
- 5 Kastet did judo/gymnastics before she started breaking.
- 6 Kastet decided to be a breaker when she was 11/12 years old.
- 7 There were competitors from more than 20/30 countries at the World Competition in Mumbai.

3 Critical thinkers

In your opinion, is dancing a sport?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Past simple affirmative – regular verbs

1a Look at these sentences. All the verbs are in the past simple. What are the infinitives of these verbs?

- 1 Breaking **started** in New York City.
- 2 He **watched** lots of videos of breakers.
- 3 He **changed** to breaking.
- 4 She **decided** to be a breaker when she was 12 years old.
- 5 She **worked** hard for nine years.
- 6 He **studied** videos of breakers.
- 7 She **danced**.
- 8 She **stopped** doing judo.

1b Match the verbs in the sentences in 1a to the spelling rules for the past simple of regular verbs (a–d).

- a Add **-ed** to the verb.
- b Verbs that already end in **-e**, add **-d**.
- c Verbs that end in a consonant + **y**, take away the **-y** and add **-ied**.
- d Verbs that end in one vowel and one consonant, double the consonant and add **-ed**.

Check it page 100

2 Complete the sentences with the correct form of the past simple.

- 1 My brother and I (watch) the Champions League Final on TV last night.
- 2 My aunt (live) in Caracas for five years.
- 3 Last summer we (stay) in a great hotel.
- 4 Alice (want) to walk to the shopping centre this morning but it (start) to rain.
- 5 I (study) for my exam last Saturday.
- 6 She (stop) doing judo when she was 11.

3a PRONUNCIATION 76 Look at the verbs (1–8) and match them to the pronunciation rules (a–c).

- | | | |
|-----------|-----------|-----------|
| 1 changed | 4 loved | 7 watched |
| 2 decided | 5 needed | 8 wanted |
| 3 liked | 6 stopped | |

- a Verbs that end in a /t/ or /d/ end in the /ɪd/ sound.
- b Verbs that end in /k/ or /p/ or the letters ch or sh end in the /t/ sound.
- c All the other verbs end in the /d/ sound.

3b 76 Listen to the words in 3a and complete the table.

/d/	/ɪd/	/t/

Flipped classroom video

Watch the Grammar Presentation video



Past simple affirmative – irregular verbs

- 4 Look at these sentences. What are the infinitives of the verbs in bold?

- 1 He **won** the b-boy gold medal.
- 2 He **did** gymnastics first.
- 3 He **saw** lots of breaking at home.
- 4 She **went** to lots of competitions.
- 5 Sometimes she won, sometimes she **lost**.
- 6 The competition **had** competitors from 30 countries.

Check it page 100

- 5 Complete the sentences with the past simple form of these verbs.

do • give • go • have • run • see • sing

- 1 Luke and I ice-skating last Sunday.
- 2 My parents a great film last night.
- 3 My sister me a great present on my birthday.
- 4 He athletics when he was young.
- 5 We a lot of fun at your party last Saturday.
- 6 Sandra a mini-marathon last week.
- 7 His aunt and uncle in a band when they were at university.

- 6 Complete the text with the correct form of these verbs.

be (x2) • go • have • help • play • start • visit • work

A GREAT ROLE MODEL

Sadio Mané was born on 10 April in 1992. He's from Senegal. When he (a) a boy, he (b) in the fields. Sometimes he was hungry but he always (c) a ball. He (d) playing football on the roads.

At 15, he (e) to Dakar, the Senegalese capital, for a try-out. His boots (f) old and he had no proper football shorts. But he (g) amazing football. From there he moved to France, Austria and then the UK to play for Liverpool. The Liverpool football player

(h) build a school and a stadium in his home country. He even (i) the school to check everything was OK. He says he doesn't need big cars or houses. He wants to help the people in his country.



- 7 Read the text about the first World Urban Games. Choose the correct answers.



The first World Urban Games (1) in Budapest, Hungary in 2019. (2) 300 athletes from 46 countries. Over 50,000 spectators (3) the games and (4) the six urban sports: Breaking, BMX freestyle, 3x3 basketball, parkour, flying disc (frisbee) freestyle and roller freestyle. (5) a very high level of competition. The US (6) top with seven medals. (7) also two demonstration sports – Indoor Rowing and Laser Run. They (8) competitions. Demonstration sports show people the sport. Spectators also (9) the festival programme. It (10) live music, street art and dance.

- | | | |
|----------------|-----------------|-----------------|
| 1 A were | B was | C weren't |
| 2 A There was | B There wasn't | C There were |
| 3 A went | B visited | C stayed |
| 4 A watched | B played | C wanted |
| 5 A There were | B There weren't | C There was |
| 6 A finished | B finish | C finishes |
| 7 A There was | B There were | C There weren't |
| 8 A weren't | B were | C was |
| 9 A needed | B enjoyed | C listened |
| 10 A have | B has | C had |

Exam tip

In an exam task where you have to fill in the gaps, why is it important to read the whole text again at the end with your answers in place?

Use it ... don't lose it!

8a Write down ...

- two hobbies you did last week.
- two sports you did in PE/outside school last month.
- two places you visited last year.

8b SPEAKING Tell each other what activities you did, which was your favourite and why.

8c SPEAKING Tell the class something interesting about your partner's activities.

Reach higher page 146

Developing speaking

Asking for and giving opinions

1 **SPEAKING**  Look at the photos and answer the questions.



1 What do the photos have in common?

2 How are the photos similar/different?

2a  77 Listen to a boy doing a survey for a school project. What three questions does he ask in the survey?

2b Complete the dialogue.

Boy: Excuse me. I'm doing a project at school about sports. Can I ask you some (1) ?

Girl: Yes, OK.

Boy: (2) you like team sports?

Girl: Yes, I do! I (3) hockey and basketball. I like watching football sometimes. I'm not mad (4) it but I usually watch important matches like finals or matches between really good teams.

Boy: How do you (5) about competitions?

Girl: I (6) they're a good thing. In my (7), they make people work hard to get to the top of their sport.

Boy: Are athletes good role models for young people?

Girl: Well, it (8) Some are, but some aren't. There are some who give a good example because they help other people and do good things.

2c  77 Listen and check your answers.

3  77 Look at the useful expressions in the Speaking bank. Listen again and tick (✓) the expressions that the speakers use in 2a.

Speaking bank

Useful expressions to ask for and give opinions

Asking for opinions

- Do you like ...?
- What do you think about ...?
- How do you feel about ...?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Giving opinions

- I think/I don't think ...
- In my opinion, ...
- It depends.
- I'm (not) mad about ...
- It's brilliant/great/OK/not bad/awful/terrible.
- I love/like ...
- I don't like/I hate/I can't stand ...

<input type="checkbox"/>

4 **SPEAKING**  Practise the dialogue in 2b. Student A: ask the questions. Student B: give your opinion. Then change roles.

Practice makes perfect

5a Think about an activity you are interested in (sport, music, computer games, etc.) Then, prepare three questions to find out your partner's opinion about them. Use the expressions in the Speaking bank to help you ask for opinions.

5b **SPEAKING**  Take turns to interview other students and answer their questions. Use the expressions in the Speaking bank to help you give your opinions.

Developing writing

A story

- 1 **SPEAKING** Look at the three pictures and answer the questions.



- 1 Who can you see in the pictures?
- 2 Where are they?
- 3 What's the problem?
- 4 How do they solve the problem?
- 5 What happens in the end?

- 2 Read the story and check your ideas.

A SPORT HERO

Braima Suncar Dabó, an athlete from Guinea-Bissau, was a fast runner. Every weekend he trained very hard. He won lots of competitions and one day he went to the World Athletics Championship in Doha, Qatar, in 2019. There were runners from all over the world. The race was 5,000 metres, but that wasn't a problem for Braima because he liked long races. He had a good feeling about this competition.

The race started and he ran fast. Suddenly, Braima saw another competitor. The other athlete was very tired and he wasn't well. Braima stopped and asked 'Are you OK?', but the athlete was too tired to answer. Braima helped the man and they walked the last 200 metres together. Finally, the two athletes finished the race five minutes after all of the other runners. Everyone at the stadium clapped while they finished the race. In the end, Braima lost the race but he won the 2019 World Athletics Fair Play Award. He also won a friend for life.

- 3 Put the events in the story in the correct order.

- 1 A The race started.
- 2 B They finished the race together.
- 3 C Braima was in the 5,000 metre race.
- 4 D Braima went to the World Championship.
- 5 E Braima lost the race.
- 6 F Braima helped the man.
- 7 G Another athlete was very tired.

- 4 **SPEAKING** In your opinion, in a sport is it important just to compete or is it also important to help others? Why?

- 5 Look at the words and expressions in the Writing bank. Which appear in the story? Check that you understand all the words.

Writing bank

Useful words in stories

- Words and expressions of time, e.g. One day, Then, Next, Suddenly, After..., After that, In the end ...
- Basic linkers, e.g. and, because, but and so

Practice makes perfect

- 6a **SPEAKING** Think of ideas for a sport story. For example, somebody starts a new sport, or enters a competition, and has a problem. It can be a true or imaginary story. Make notes with your ideas for each part of the story.

- 1 Start / Introduction of the character(s)
 - Who are the characters?
 - Where were there?
 - When was it?
- 2 Middle / Main events
 - What happened first?
 - What happened after that?
- 3 End
 - What happened in the end?

- 6b Individually, use your notes to write the story. Use the words and expressions from the Writing bank in your answer. Use the Writing checklist on page 149 to check it.

Exam tip

Read the story on this page again. What tense are the verbs in? Are all the verbs in the present or in the past?



Past simple – to be

Affirmative	I/He/She/It was at a volleyball match yesterday. You/We/They were at a volleyball match yesterday.
Negative	I/He/She/It wasn't (was not) at a tennis match yesterday. You/We/They weren't (were not) at a tennis match yesterday.
Question	Was I/he/she/it at an athletics competition yesterday? Were you/we/they at an athletics competition yesterday?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

There was/There were

Affirmative singular	There was a winner from Canada last year.
Affirmative plural	There were two winners from the UK last year.
Negative singular	There wasn't (was not) a winner from Canada last year.
Negative plural	There weren't (were not) two winners from the UK last year.

Past simple – affirmative

Affirmative	I/You/He/She/It/We/They watched football on TV last night. I/You/He/She/It/We/They went to competitions.
-------------	---

- We use the past simple to describe finished actions or situations in the past.
We played video games last night.
- With past simple we often use time expressions like *yesterday, last night, last week, last month, last year*.

Spelling rules

Spelling of regular past simple forms

- Most verbs add **-ed** to the verb.
start – started, want – wanted, finish – finished
- Verbs that already end in **-e**, add **-d**.
love – loved, change – changed, decide – decided
- Verbs that end in a consonant + **y**, take away the **-y** and add **-ied**.
study – studied, cry – cried, try – tried
- Verbs that end in one vowel and one consonant, double the consonant and add **-ed**.
stop – stopped, chat – chatted, clap – clapped
- Many common verbs are irregular. See the list of irregular verbs on page 159.

Vocabulary

1 Sports

athletics • baseball • basketball • cycling • football • golf • gymnastics • horse-riding • ice hockey • ice-skating • judo • rugby • running • sailing • skiing • swimming • tennis • volleyball

2 Sports competitions

champion • cup • final • league • match • medal • race • referee • score • spectator • team • winner

3 Sports people

athlete • climber • cyclist • (Formula 1) driver • gymnast • (football/ice hockey/tennis) player • (horse/motorbike) rider • runner • sailor • skater • skier • swimmer



Grammar test

Past simple – to be

- 1 Complete the sentences with **was**, **were**, **wasn't** or **weren't**.

- 1 What your favourite book when you a child?
- 2 Is Oliver ill? He at school yesterday.
- 3 her cousins at the stadium? No, they
- 4 it your birthday last Monday? No, it!
- 5 Her parents happy. She won the match!
- 6 you born in Mexico? Yes, I!
- 7 Lucy missed the bus and late. Her teacher happy.

/ 7 points

There was/There were

- 2 Complete the text with **there was**/**there wasn't** or **there were**/**there weren't**.

- 1 any tickets left for the match so Annie stayed at home.
- 2 lots of people at the school party on Friday. It was fun!
- 3 The stadium was full. lots of people watching the match.
- 4 a problem with my laptop this morning but my mum fixed it.
- 5 My primary school was small. many children.
- 6 I was thirsty but any water.

/ 6 points

Past simple – affirmative

- 3 Change these sentences from the present simple to the past simple. Begin 'Last year, ...'

- 1 I do judo two days a week.
- 2 Every Tuesday and Thursday I walk to the sports centre.
- 3 There are lots of beautiful old buildings on the way.
- 4 I arrive at the sports centre at 5 pm, because my class starts at 5.15.
- 5 We have a fantastic teacher.
- 6 At the end of the class we say goodbye to our teacher.
- 7 After the class, I sometimes go home by bus.

/ 7 points

Vocabulary test

Sports

- 1 Write the sports in the box next to the correct verbs.

basketball • gymnastics • judo • skiing • swimming • tennis

- | | | | | |
|------|---|-------|---|-------|
| play | 1 | ..... | 2 | ..... |
| do | 3 | ..... | 4 | ..... |
| go | 5 | ..... | 6 | ..... |

/ 6 points

Sports competitions

- 2 Complete the sentences with the correct words.

- 1 The winners of a running usually get a medal.
- 2 There are 11 players in a football t.....
- 3 You get a gold medal when you are an Olympic c.....
- 4 The r..... makes decisions at a football match.
- 5 The s..... was 1–0 at the end of the match.
- 6 There were 50,000 s..... watching the match at the stadium.

/ 6 points

Sports people

- 3 Write the name of the sports person who does each of these sports.

- 1 (running)
- 2 (baseball)
- 3 (motorbike racing)
- 4 (ice skating)
- 5 (sailing)
- 6 (cycling)
- 7 (Formula 1)
- 8 (skiing)

/ 8 points

Total:

/ 40 points

8



FEELING INSPIRED

Vocabulary in context

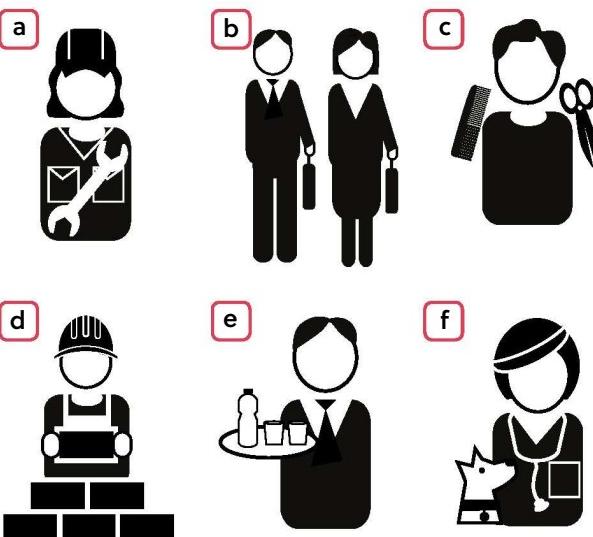
Jobs

Personal qualities

- 1a** Match the words in the box to the pictures in 1a. Check that you understand all the words. Use a dictionary if necessary.

78 Jobs

astronaut • builder • businessman/woman • dentist • designer • engineer • hairdresser • mechanic • nurse • teacher • waiter/waitress • vet



- 1b** **79** Listen and check your answers.

- 2** **SPEAKING** Ask and answer the questions.

- Do you know people who do the jobs in 1a?
- What do they do every day?

My aunt is a businesswoman. She goes to the office every day. She works on a computer.

- 3a** Look at these words. Check that you understand all of them. Use a dictionary if necessary.

80 Personal qualities

calm • cheerful • creative • friendly • hard-working • intelligent • kind • lazy • organised • patient • responsible • shy

- 3b** Choose the correct alternative to complete the text.

Many career advisers use the MBTI (Myers Briggs Type Indicator) to help young people to choose subjects and jobs they are good at. The MBTI is a quiz. It divides people into 16 different types. For example, some people are **(a)** *lazy/shy* – they don't talk very much, and others are chatty. Some people are **(b)** *calm/creative* in an emergency.

The MBTI says about 4% of people are **(c)** *patient/friendly* – they like being with other people and they're usually cheerful. These people often become teachers or sell products. About 14% of the population, are **(d)** *responsible/intelligent* – you can depend on them. People in this group sometimes work as police officers or managers. There are other groups too: **(e)** *patient/lazy* people – they don't get angry when people are late; **(f)** *organised/kind* people – they like to have everything tidy. Which group do you think you belong to?

- 4** **81** Listen to two students talking about the results of a personality test. Match the people (1–5) to the correct quality. There is one extra word that you don't need.

People

- Chloe **B**
- Paul **A**
- Julia **C**
- Michael **D**
- Alice **E**

Personal qualities

- A** responsible
- B** hard-working
- C** kind
- D** creative
- E** friendly
- F** shy

Use it ... don't lose it!

- 5** **SPEAKING** Choose three jobs in 1a. Talk about personal qualities you need to do them.

What about a pilot?

I think you need to be very calm because ...

Reach higher page 146



Reading

1 SPEAKING Discuss these questions.

- 1 What hobbies or interests do you have?
- 2 What job would you like to do in the future?
- 3 Read the post from a teen blog. Why does the person write the blog?

INSPIRING TEENS

BLOG

ABOUT ME

CONTACT



I write about inspiring teenagers. This helps me think about what I want to do in the future! I hope you find these people inspiring too!

LILY BORN – the US

When Lily Born was eight years old, she made an invention to help her grandad. He had problems moving and sometimes spilled his drinks. Lily made him a plastic cup with three legs, so it didn't spill.

But she didn't stop there. A year later, she worked with her dad to make a prototype and produce the cup. They created a company called Imagiroo and called the cups Kangaroo Cups.

Lily is quite shy and she didn't talk about her invention at school. But that changed when she became one of the CNN Heroes 'Young Wonders' – young people who see a problem and solve it!

Now, Lily's cups sell all over the world. She uses part of the money to help adults and kids who have problems moving.



Permission pending.

HENRY PATTERSON – the UK

Henry Patterson was nine years old when he started selling homemade sweets. At ten, he wrote his first book, *The Adventures of Sherb and Pip*. It was a story about a sweet shop he imagined. He also built a website to sell products with the characters from the story. The book was a great success and he went on book tours around the world. He met lots of interesting people. One was Sir Richard Branson, a British businessman and owner of Virgin Group. Another was Mike Krieger, the co-founder of Instagram®.



But Henry didn't write only one book. In 2018, he wrote *Young & Mighty*, a book for people of 10 to 14 years of age. Henry wanted to help them find things to motivate them. He said it was hard to set up a business and keep it going, but he was lucky because his family supported him. In 2019, he created online courses to help teens turn their business ideas into reality. Henry also designed and launched an online bag business in 2020. He's a busy teenager!

3 82 Read the blog again. Is this information about Lily (L), Henry (H) or both (B)?

- | | |
|---|-----------|
| 1 They helped solve a problem. | L / H / B |
| 2 They had help from their family. | L / H / B |
| 3 They built a website to sell the product. | L / H / B |
| 4 They met some famous people. | L / H / B |
| 5 They created a course to help people. | L / H / B |
| 6 They helped someone in their family. | L / H / B |
- 4 What do the underlined words in the blog mean? Guess and then check in your dictionary.

5 SPEAKING Answer the questions.

- 1 What are the people in the blog good at?
- 2 How are the people in the blog different or similar to you?

6 Critical thinkers

In your opinion, why is it important to read about inspiring people?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.

Grammar in context 1

Past simple – negative

1a Look at these sentences.

- 1 They **created** a company called *Imagiroo*.
- 2 He **met** lots of interesting people.
- 3 Her dad **saw** it was a great invention.
- 4 It **didn't spill**.
- 5 She **didn't stop** there.
- 6 He **didn't write** only one book.

1b Which sentences in 1a are negative?

1c Choose the correct alternative in the rule.

We use **didn't** + the verb with/without to to form the negative of the past simple.

 Check it page 112

2 All of these sentences are false. Correct the sentences. Use the information in brackets to help you.

- 1 Caroline Wozniacki won the Eifel Grand Prix.



(the Australian Open)

Caroline Wozniacki didn't win the Eifel Grand Priz. She won the Australian Open.

- 2 Pelé played basketball. (football)

.....
3 Albert Einstein painted the *Mona Lisa*.
(Leonardo da Vinci)

- 4 Picasso composed music. (painted pictures)

.....
5 Frida Kahlo lived in Sweden. (Mexico)

- 6 Michelle Obama became president of the US.
(Barack Obama)

- 7 Malala Yousafzai won an Oscar. (the Nobel Peace Prize)

3 Complete the sentences with the correct form of the verbs in the past simple.

- 1 Jake *didn't have* (not have) dinner with his family last night. He (have) dinner with a friend.
- 2 Sue's parents (not go) on holiday last summer. They (stay) home.
- 3 She (sell) her old car but she (not buy) a new one.
- 4 I (go) to bed at 11 o'clock on Friday night and I (not get up) until 11 o'clock the next day.

4 Compare the photos of people at work in the past and now. What is different? Use these words and the affirmative and negative forms of the past simple.

computer • desk • have • paper • phone • room • screen • team • tie • use • wear • work



In photo a, they didn't use computers.

5a Choose a person from the table below. Imagine you are this person. Write sentences about what you did/ didn't do last weekend.

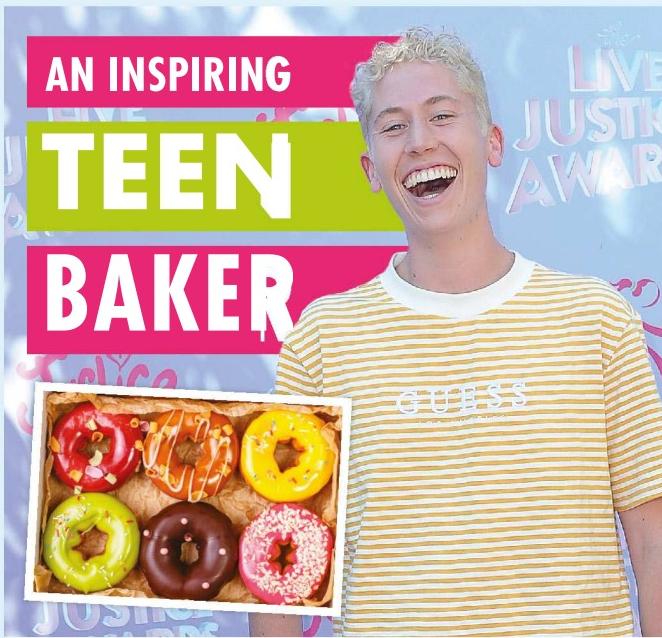
	Elena	Oscar	David	Olivia
do homework	✗	✗	✗	✗
go shopping	✗	✓	✓	✗
meet up with friends	✓	✗	✗	✓
tidy my room	✗	✓	✓	✗
send some messages	✗	✓	✗	✗
make food	✗	✗	✗	✓

5b Read out your sentences. Can your partner guess who you are?

Exam tip

Why is it important to read the whole text first before you start to fill the gaps?

- 6 Complete the text. Write one word in each gap.



Morgan Hipworth, from Melbourne, Australia, was seven (a) years old when he started cooking. As he loved the TV programme *MasterChef*, he (b) a 'restaurant' in his parents' dining room. He called it Bistro Morgan (c) he loved French food. He cooked for (d) family and friends and he made cakes (e) birthday parties.

He started making cakes for a café (f) Melbourne. Every day, he took his cakes to the café to sell. Then, he made a special cake – a doughnut – and they sold 800 in one weekend. He suddenly had work with lots of other cafés! But he (g) still at school, too, so he didn't (h) much free time.

Later he opened his own cake shop. He (i) it Bistro Morgan and now he sells up to 10,000 doughnuts a week. That's a lot of doughnuts!

Use it ... don't lose it!

- 7a Finish the sentences to make four true sentences and one false sentence about yourself. Don't show your partner your sentences.

- 1 Last week, I didn't ...
- 2 Last summer, I ...
- 3 Two days ago, ...
- 4 When I was little, I didn't ...
- 5 Yesterday, ...

- 7b SPEAKING Read out your sentences. Can you guess your partner's false sentence?

Reach higher

page 147

Vocabulary

Adjectives to describe jobs

- 1 SPEAKING Look at these adjectives and decide if they have a positive or negative meaning. Some can be both. Check that you understand all the words. Use a dictionary if necessary.

83 Adjectives to describe jobs

badly-paid • full-time • indoor • outdoor • part-time • skilled • stimulating • stressful • unskilled • well-paid

- 2 Complete the text with some of the words in 1. What jobs do the members of this family have?



WORKING FAMILIES

I'm a student but I have a (a) part-time job at a local restaurant. I work three evenings a week. I take orders and serve the food to the customers. It's quite (b) but it helps to pay for my things!

My mum's got a (c) job – she works five days a week. She thinks her job is (d) because she helps lots of different people and she likes this. She's a tooth expert!

My dad works in a team. He likes his job because he can be creative. He spends a lot of his day drawing pictures of clothes on a computer. It's a (e) job – he studied and practised for many years. He loves what he does but he sits in the office all day. When it's sunny, he thinks he'd like to have an (f) job!

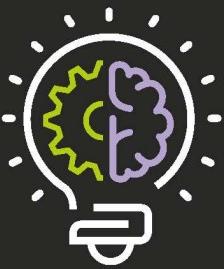
Use it ... don't lose it!

- 3 SPEAKING What is your dream job? Why?

My dream job is ... because ...

Reach higher

page 147



GREAT LEARNERS GREAT THINKERS

FUTURE JOBS

Lesson aim: To think about the jobs of the future

Video: Jobs of the future

SEL Social and emotional learning: Empathising

1 SPEAKING Ask and answer these questions.

- 1 What job do you want to do in the future?
- 2 What jobs do you think are going to disappear in the future?

2 VIDEO Watch the video and choose the correct answers.

- 1 Who is Pepper?
A a teacher **B** a doctor **C** a robot
- 2 What advice does the expert give to young people?
A to get a job before they leave education
B to get a job after leaving education
C to learn new skills

3 VIDEO Watch the video again. Choose the correct alternative.

- 1 Today it is possible to travel on public transport, buy breakfast/lunch/dinner and get on a plane without speaking to a person
- 2 Jobs such as receptionists, shop assistants and drivers/cleaners/factory workers are going to disappear.
- 3 Jobs in management and education/sport/media aren't going to disappear.
- 4 Young people need to make a plan so they are ready for their school exams/for the jobs of the future/for their first job.

4 Read the text and answer the questions.

- 1 What did Paula do last year?
- 2 What did she learn?

[Home](#) | [News](#) | [Careers](#) | [Forum](#)

My name's Paula and I'm 16 years old. Last year I did my work experience in a shop in London. Here, I want to tell you what I learned from this experience.

- 1** The shop I worked in was always busy with lots of customers. I learned to work under pressure and to stay calm.
- 2** I had a lot of workmates and they were all very nice to me. We worked well together and I learned how to work in a team.
- 3** The shop was in the centre of London and a lot of the customers were foreign tourists. This was fantastic because I met people from many different countries.
- 4** Something important I learned was to organise myself and my time because I worked in the shop on Mondays but I went to school on the other days and did homework.



GREAT THINKERS



Headlines

- 5 Individually, think of a good headline or title for the text in 4, one that reflects its main message(s).
- 6 **SPEAKING** Compare your ideas with other students. Which idea do you prefer and why?
- 7 **SPEAKING** Imagine these situations. Decide what to do in these three situations and why.
 - 1 Your friend wants to find a part-time job. She likes animals and being outside. What do you think is a good job for her?
 - 2 Your friend wants to find a part-time job. He likes art and helping people. What do you think is a good job for him?
 - 3 Your friend wants to find a part-time job. She likes food and meeting new people. What do you think is a good job for her?

GREAT LEARNERS SEL



Great learners show empathy towards others.

Empathy is the ability to imagine you are in someone's situation. In 7, you are looking at the world from another person's point of view. Why is it important to show empathy to other people?

Learner profile

page 151

1a **SPEAKING** Ask and answer these questions.



- 1 Do you know this person?
- 2 What type of business do you think he has?

1b **LISTENING** Listen to a radio programme about Jeff Bezos. Check your answers in 1a.

2 **LISTENING** Listen again. Are these sentences True (T) or False (F)?

- | | |
|---|-----|
| 1 Bezos had different jobs before he created Amazon®. | T/F |
| 2 Amazon started as a bookshop. | T/F |
| 3 Bezos worked in his garage at first. | T/F |
| 4 In the first month, they sold 45 books. | T/F |
| 5 They started selling other products. | T/F |
| 6 Bezos started a company to fly people to space. | T/F |
| 7 Bezos bought a magazine. | T/F |
| 8 He opened a clothes shop in 2016. | T/F |

3 **LISTENING** Listen again and check your answers. Correct the false sentences.

4 **Critical thinkers**

In your opinion, what does 'being successful' mean?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Past simple – yes/no questions and short answers

1 Look at the yes/no questions and short answers. Complete the grammar rules with *did* or *didn't*.

1 **Did** he **change** the name?

Yes, he **did**.

2 **Did** they just **sell** books?

No, they **didn't**.

a In yes/no questions in the past simple, comes before the subject.

b In short answers, we use or with I/he/she/it/you/we/they.

c In short answers, we don't repeat the main verb (e.g. *change*, *sell*) after or

Check it page 112

2a Look at the words in the word cloud. Make questions from the words in the same colour.

last homework
Did breakfast
cereal summer?
yesterday? watch you
Did TV go Did have
for weekend? on do
night? swimming
you Did you Did
you Did you last
this you you go
last holiday go
morning?

2b **SPEAKING** Take turns to ask and answer the questions in 2a. Then tell the class about your partner.

Past simple – Wh- questions

3a Look at these Wh- questions in the past simple. Match the questions and answers.

- 1 When did Jeff Bezos **start** Amazon?
 - 2 Where did he **start** the company?
 - 3 Why did he **want** to have a space company?
 - 4 What did he **buy** in 2013?
- a He worked from his garage.
b He bought the newspaper *The Washington Post*.
c He started it in 1994.
d He was always interested in space.

3b Choose the correct alternative.

- 1 We use Wh- question words at the beginning/end of a question.
- 2 We use *did* + subject + verb after/before the Wh- question word.

 Check it page 112

4 Write the question words about the underlined words in the sentence.

- 1 What did Giorgio Armani study? He studied medicine.
- 2 did Mark Krieger create Instagram? He created Instagram in 2010.
- 3 did J. K. Rowling write? She wrote the Harry Potter books.
- 4 did Galileo Galilei build a telescope? He built a telescope to study the planets.
- 5 did Gaudi live? He lived in Barcelona.
- 6 wrote the song *Bad Guy*? Billie Eilish and her brother wrote the song *Bad Guy*.

5a Read an article about the astronaut Christina Koch and her trip to space.

SPACE TRAVEL: CHRISTINA KOCH

We are sure our young readers want to know about Christina Koch, one of the few women astronauts.

- (1) Christina Koch studied to be an astronaut at NASA.
- (2) There she learnt how to walk in space and pilot a spacecraft.
- (3) She went to space once: from the 14th March, 2019 to 6th February, 2020.
- (4) When she was in space, she worked on science projects and did spacewalks with the other members of the team.
- (5) They all ate special space food.
- (6) She didn't do any of her favourite hobbies because she likes hiking and rock climbing. But she did lots of exercise and took photos of Earth and space.

5b Now, write questions: the underlined words in the article are the answers.

- 1 Where did Christina Koch study to be an astronaut ?
- 2 ?
- 3 ?
- 4 ?
- 5 ?
- 6 ?

6 Put the words in order to make questions.

- 1 live / did / were / you / when / Where / you / little / ?
Where did you live when you were little?
- 2 yesterday / up / did / When / get / you / ?
.....
- 3 this / for / did / breakfast / eat / morning / What / you / ?
.....
- 4 go / you / on / Where / holiday / did / last / your / ?
.....
- 5 When / English / studying / start / you / did / ?
.....
- 6 did / Why / learning / you / start / English / ?
.....
- 7 weekend / do / did / last / you / What / ?
.....
- 8 arrive / you / at / What time / today / did / school / ?
.....

Use it ... don't lose it!

- 7  Take turns to ask and answer the questions in 6.

Reach higher ➤ page 147



Developing speaking

Personal questions 2

1 SPEAKING Ask and answer the questions.



- 1 What's your favourite subject at school?
- 2 What did you have for lunch yesterday?
- 3 What do you like to eat?
- 4 What's your favourite day of the week?
- 5 Tell me something about what hobbies you did last weekend.

2 85 Listen to Angela answering the questions in an exam. Answer these questions.

- 1 Did she answer the questions?
- 2 Did she use the correct tenses?
- 3 Did she use the correct vocabulary?
- 4 Did she speak clearly?

3 Which words does she use to link ideas in her answers?

Exam tip

What do you think is an important thing to remember in a speaking exam?

4a 85 When we speak, we sometimes use words and expressions to give us thinking time. Listen to Angela again and complete the dialogue.

Teacher: Hello. I'd like to ask some questions about you, your free time and your studies. First, tell me about your hobbies. What did you do last weekend? Did you do sport?

Angela: No, I didn't. I play in the basketball team but, (a) last weekend we didn't have a match, so I went to my friend's house and we played online games.

Teacher: That sounds fun! Tell me, what's your favourite day of the week?

Angela: (b) it's Wednesday because I go to Manga drawing class. But I love the weekend!

Teacher: And how about school, what's your favourite school subject?

Angela: (c) I really like English, but I like science, too.

Teacher: So, did you have science yesterday?

Angela: Yesterday ... (d) Yes, I did! We learned about rocks. It was very interesting.

Teacher: That's great. Thanks for answering all these questions.

4b Read the Speaking bank box and check you understand the words and expressions.

Speaking bank

Useful words and expressions to give us thinking time

- Well ...
- That's a good question.
- The thing is ...
- I'm not (really/totally/completely) sure.
- Let me think ...
- You know ...
- I think ...
- I imagine ...

5 85 SPEAKING Ask and answer the questions in 1. Use some of the words and expressions in the Speaking bank.

Practice makes perfect

6a Individually, write down four personal questions to ask your partner. You can ask about:

- school – subjects they like/dislike, homework, exams ...
- free time – hobbies, sport, holidays ...
- the past – yesterday, last weekend, their last holiday ...
- family and friends.

6b SPEAKING Take turns to ask and answer the questions. Remember to use the words and expressions in the Speaking bank.

6c SPEAKING Now act out the dialogue to the rest of the class. Ask the class to tell you how you did, using the questions below.

- Did they answer the questions?
- Did they use the correct tenses?
- Did they use the correct vocabulary?
- Did they speak clearly?
- Did they use expressions to give themselves thinking time?

Developing writing

An informal email giving news

- 1  Who are the people in the photos?
What do you know about them?



- 2 Read the text and answer the questions

- 1 What are icons?
- 2 Which British icons does the text talk about?

Culture exchange



Famous icons in the UK

The filmmaker Danny Boyle was the director of the London Olympic Games opening ceremony in 2012. It was a big show about British icons inspired by Shakespeare's *The Tempest*. The ceremony started with a short film. In it, James Bond goes to get the Queen to take her to the ceremony in his helicopter. The Queen didn't want an actress to play her, so she acted herself! There were thousands of volunteers and people from British culture, like the actor Rowan Atkinson as Mr Bean, the footballer David Beckham and the scientist Tim Berners-Lee, the man who invented the World Wide Web. With 62,000 spectators in the stadium and two billion people watching around the world, it was a night to remember!

Collaborative Project 4 page 115

- 3 Read this email from Mia. What two things did she do last week?

Hi Lizzie,

How are you? I hope you're well.

I've got some great news! My brother and his friends won first prize at a culture competition with their project about famous British icons – people or places that were or still are important to the UK. They looked for photos, wrote texts and even made a short film about Shakespeare. They built a model of Tower Bridge and designed a leaflet about famous footballers at Manchester United Football Club, too. Well, you know he is crazy about football! They pick up their prize on Friday. It's a £200 voucher each to spend on anything they want. Not bad! I can't wait to go to the ceremony with him in London!

Last week was a good week for me too. I had an English exam on Wednesday and I think I did well. On Friday we had a basketball match and we won.

How about you? How was your week? Write back soon and let me know.

Love,
Mia

- 4 Read the email again and answer the questions.

- 1 What project did Mia's brother and his friends do?
- 2 What did they win?
- 3 Where do they go to get the prize?

- 5 Look at the expressions in the Writing bank. Which ones do you think would be useful to reply to Mia's email?

Writing bank

Useful expressions for giving news in informal emails

- How are you?
- I hope you're well.
- Good/Great to hear from you.
- I've got some great news about ...
- That's great news about ...
- Did I tell you that/about ...?
- Say hi to ... from me.
- Give him/her my (love/congratulations).
- How about you?
- That's all for now.
- Write back soon and let me know.

Practice makes perfect

- 6a Make notes about good news. Invent the information if necessary. Here are some ideas:

You, a member of your family or a friend:

- found a job
- passed an exam
- went to a special place
- celebrated something.

- 6b Write a reply to Mia. Use the expressions in the Writing bank and your notes. Then use the Writing checklist on page 149 to check your reply.



Past simple – negative

Negative

I/you/he/she/it/we/they **didn't**
(did not) + verb
I didn't work in a restaurant.
He didn't like the job.
They didn't go to work yesterday.

- After *did/didn't* we use the infinitive form of the verb without *to*.
- We use the past simple negative to talk about things that didn't happen in the past.

Past simple – yes/no questions and short answers.

Yes/No questions

Did I/you/he/she/it/we/they + **verb**?
Did you work in a restaurant?
Did he like the job?
Did they go to work yesterday?

Short answers

Yes, I/you/he/she/it/we/they **did**.
 No, I/you/he/she/it/we/they **didn't**.
Yes, I did.
No, he didn't.
Yes, they did.

- In yes/no questions, after *Did* and the subject we use the infinitive form of the verb without *to*.
- In short answers, we use *did/didn't* and do not repeat the main verb.
- We use past simple yes/no questions to ask about things that happened in the past.

Past simple – Wh- questions

Wh- questions

When did I/you/he/she/it/we/they start?
Why did I/you/he/she/it/we/they start at 11 o'clock?
Who did I/you/he/she/it/we/they talk to at school?
What did I/you/he/she/it/we/they do in the morning?
Which film did I/you/he/she/it/we/they see on Saturday?
Where did I/you/he/she/it/we/they go yesterday?
How did I/you/he/she/it/we/they get to work last week?

- Wh- questions contain question words like *when, why, who, what, which, where, how*.
- The question word comes at the beginning of the question.
- We use past simple Wh- questions to ask about things that happened in the past.

Vocabulary

1 Jobs

astronaut • builder • businessman/woman • dentist • designer • engineer • hairdresser • mechanic • nurse • teacher • waiter/waitress • vet

2 Personal qualities

calm • cheerful • creative • friendly • hard-working • intelligent • kind • lazy • organised • patient • responsible • shy

3 Adjectives to describe jobs

badly-paid • full-time • indoor • outdoor • part-time • skilled • stimulating • stressful • unskilled • well-paid



Grammar test

Past simple – negative

- 1 Look at the sentences. Choose the correct alternative.
- 1 My mum doesn't work/didn't work in an office when she was young.
 - 2 My dad didn't go/not go to work yesterday.
 - 3 My grandfather didn't studied/didn't study when he was 17.
 - 4 In 1990, people didn't have/haven't mobile phones.
 - 5 She didn't like/doesn't like her old job, but she likes her new one.
 - 6 Today, people didn't/don't usually work seven days a week.
 - 7 I didn't had/didn't have piano lesson when I was a kid.
 - 8 Susan did study/studied with her sister yesterday.
 - 9 We had/have PE last Monday.
 - 10 Jack goes/went to the cinema last night.

/ 10 points

Past simple – yes/no questions and short answers

- 2 Ask yes/no questions and answer them.

- 1 Lily Born wrote *The Adventures of Sherb and Pip*.....
- 2 Jeff Bezos created Facebook®.....
- 3 Henry Patterson opened a restaurant.
- 4 Christina Koch went to space on 14th March 2019.
- 5 An actor played Queen Elizabeth at the London Olympic Games Ceremony.
- 6 Frida Kahlo lived in Mexico.

/ 6 points

Past simple – Wh- questions

- 3 Write questions in the past simple about the underlined words.

They went to the cinema last night.
Where did they go last night?

- 1 She wrote a book
- 2 Max went to Miami on holiday.
- 3 Katie started a business in April.
- 4 Lee walked to school.

/ 4 points

Vocabulary test

Jobs

- 1 Put the letters in orders to make jobs.

- 1 chainmce
- 2 rneus
- 3 grnineee
- 4 sdrgeine
- 5 sttdnie
- 6 lebidru
- 7 aewirt

/ 7 points

Personal qualities

- 2 Write the adjectives.

This person ...

- 1 helps other people and gives them things. k.....
- 2 is happy and positive. c.....
- 3 can understand new ideas quickly. i.....
- 4 stays relaxed in difficult situations. c.....
- 5 has a lot of imagination and new ideas. c.....
- 6 studies or works a lot. h.....
- 7 talks to other people easily and is good to them. f.....
- 8 doesn't talk to other people easily. s.....
- 9 doesn't work very hard. l.....

/ 9 points

Adjectives to describe jobs

- 3 Write a sentence for each of these words.

- 1 badly-paid
- 2 skilled
- 3 outdoor
- 4 part-time

/ 4 points

Total:

/ 40 points

Reading

Reading exam tip

In activities where you have to complete gaps in a text, remember ...

Read the whole text first to understand the general meaning. Read the whole sentence with a gap and think about what kind of word is missing.

- 1** **SPEAKING** What qualities do you think an engineer needs?

- 2** Read the text quickly. Look at the first gap. What kind of word is missing? How do you know?

- verb
- noun
- adjective
- preposition
- negative
- article

- 3** For each question, write the correct answer. Write one word for each gap.

From: Karin

To: Alice

How are you? I want (a) tell you about my day last week. I went to work with my mum and it (b) really interesting.

My mum's an engineer. She works part-time in (c) big company. I went to her office to see what she does in the day. (d) were a lot of other people and I met everybody in the team. They made some designs and (e) a big meeting but I didn't understand everything. She goes outside in (f) job as well and meets so many people.

I think I'd like to be an engineer.
What about you?

- 4** **SPEAKING** Discuss. Would you like to go to work with someone from your family? Who? Why/Why not?



Writing

Writing exam tip

In writing exams when you need to write a story, remember ...

Look at the pictures carefully and decide what is happening in each picture. Think carefully about the verb tense(s) that you need to use. Make sure you write about all three pictures in your story.

- 1** **SPEAKING** Look at the three pictures. What is happening in each picture? What words do you need to describe the actions?



- 2** Write the story shown in the pictures. Write 35 words or more.

- 3** **SPEAKING** Show your story to a partner. Check together. Does your partner's story:

- 1 give some information about each picture?
- 2 use the correct tenses?
- 3 use correct spelling?

Collaborative project 4



Famous icons in your country

1 SPEAKING Starting point

Look back at the Culture exchange text about famous icons in the UK on page 111. Who are icons in your country? What makes them an icon?

2 SPEAKING Project task

Search for information on the Internet about famous icons in your country so you can talk about them to a class of teenagers from another country.

Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- famous people in your country
- why they are famous (e.g. sports people, actors, fictional people, etc.)
- positive changes this person brings to your country



3 Think about ...

Digital skills

Check the information you use in the project is true. Look for the same information in two or three other different websites and contrast it.

Intercultural awareness

Think about famous icons in your country. Do you think people from other countries know them? How famous are they outside your country? Think about what you need to explain.

Collaboration

When you work in a team, it's important to include everyone in discussions. Remember to ask everyone what they think and give them time to answer.

Useful language

What do you think about ...? Do you like ...?

In my opinion ... I think/don't think ... It's great/brilliant!

I love/like ...

Academic skills

Some texts on the Internet are very long and complex. Copy the text and underline the main information. Now use simple language to write the information for your project.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories:

Content

Design

Presentation

Language

9



LIFE ON EARTH

Vocabulary in context

Animals and insects

Parts of the body

- 1 Complete the fact files with some of these words. Check that you understand all the words. Use a dictionary if necessary.

86 Animals and insects

antelope • bee • beetle • cheetah • frog • kangaroo • koala • lizard • monkey • penguin • rhinoceros/rhino • shark • turtle • whale

a



Lives: in trees, on the ground
Eats: insects
More: likes sunshine; only moves when its body is warm



Lives: in seas and oceans
Eats: very small sea creatures, fish, sea birds
More: long and heavy body; only half of its brain turns off when it sleeps

c



Lives: in water and on land in Antarctica and other places in the southern half of the world
Eats: mainly fish
More: can swim but it isn't a fish; can't fly but it is a bird



Lives: in seas and oceans
Eats: fish and other sea animals
More: was here before the dinosaurs

- 2 How do they move? Put the animals in 1 in the corresponding column.

Walk	Fly	Swim
		whale

- 3 Which of the animals in 1 have you got in your country?

We haven't got any rhinos here!

- 4 SPEAKING Decide which of these words are for animals only. Check that you understand all the words. Use a dictionary if necessary.

87 Parts of the body

arm • back • chest • chin • finger • foot (pl. feet) • fur • hand • head • hoof • horn • leg • neck • stomach • tail • toe • wing

- 5 Read the text and choose the correct alternative.



AMAZING chimpanzees

Did you know that chimpanzees are more like humans than monkeys? At an animal park in China, 18-year-old chimpanzee Mei Su, can open a bottle of water. She doesn't open it with her teeth – she uses her (a) hands/horn just like we do.

Like us, chimpanzees have five (b) fingers/toes on each foot. They can also hold food with their (c) feet/hands. Most humans can't do that!

Chimpanzees like being clean. There are often small insects in their dark fur. They find and remove them with their (d) head/fingers. One chimpanzee sits behind the other and cleans its (e) back/stomach. Every night, they use their strong (f) arms/chin and (g) legs/fur to climb a tree and make a new bed.

You can celebrate World Chimpanzee Day on the 14th of July.

- 6 88 Listen and check your answers.

Use it ... don't lose it!

- 7 SPEAKING Choose an animal in 1. Your partner can ask up to five yes/no questions to guess what it is.

Can it climb trees?

No, it can't.

Has it got a lot of teeth?

Yes, it has.

Reach higher → page 147



Reading

1 **SPEAKING** Look at the title of the article and the animals in the photos above. Discuss the questions.

- 1 Do you think they are attractive?
- 2 Are they well known?
- 3 What problems do you think they have?

2 Read the article quickly. Does it mention any of your ideas? Does the author think we can choose which animals we save?

NATURE'S PERFECT CREATURES

When Australia had terrible **bushfires**, people gave money to help the animals. Schoolchildren sold cakes and sports stars **donated** money, too. The fires were worse than others in the past.

Koalas are slower than animals like kangaroos, so the fires are more dangerous for them. Many died and many were very sick. One koala hospital needed \$25,000. It asked people to give money online and they sent millions of dollars!

People love koalas. They are **cute**. But what about more unusual and **unattractive** animals? There are species with bigger problems than koalas, for example, the Mary River turtle, also from Australia.

This turtle looks stranger than others. It's got two 'fingers' under its chin and green 'hair', so it's also called the 'punk turtle'. The hair is actually a plant that grows on its head and parts of its body. Unfortunately, it's harder to get money to help animals like this. The Mary River turtle's problems began in the 1960s, when people took the baby turtles from the river to sell them in pet shops. Now, people live closer to its home than before and their dogs kill the turtles for food. The Mary River is dirtier than before and more polluted, too. A few years ago, scientists believed there were very few turtles living in the area. We don't know how many there are now.

Destruction of the places animals live in is putting them in danger – we kill the plants they eat, we make the air and water dirty, our pets eat them. All animal species on Earth are important because if one species dies, that changes the habitat for all other animals. We need to look after all animals – not just the more popular ones.

3 **(89)** Answer the questions.

- 1 How did people help the koalas in Australia after the fires?
- 2 Did the koala hospital get all the money it needed?
- 3 Why is it easier to get money to help koalas than some other animals?
- 4 The 'hair' on the Mary River turtle's head isn't real hair. What is it?
- 5 Why are all animal species on Earth important?

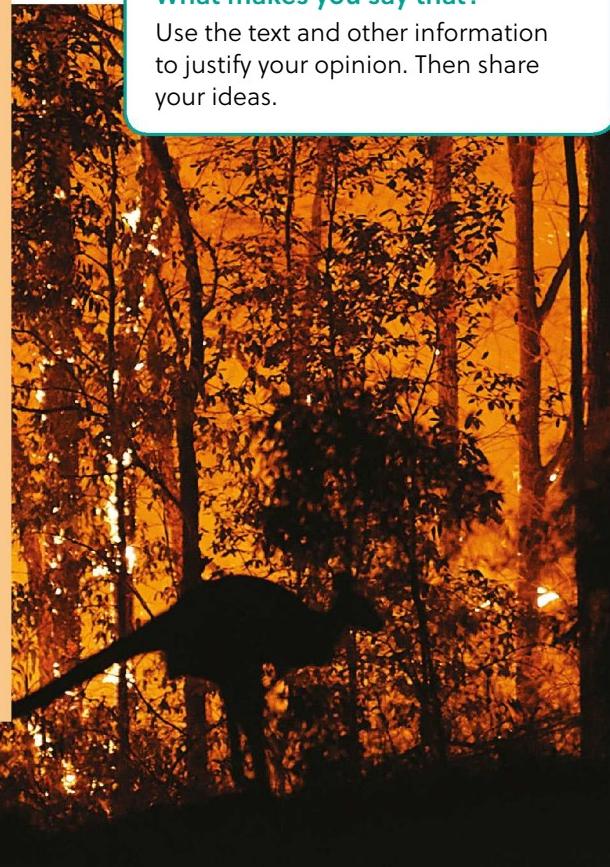
4 What do the **underlined** words in the article mean? Guess and then check in your dictionary.

5 **Critical thinkers**

SPEAKING In your opinion, do we need to save all animals or can we choose the ones we like?

What makes you say that?

Use the text and other information to justify your opinion. Then share your ideas.



Comparative adjectives

1a Look at the sentences with comparative adjectives in bold and write the normal adjective.

- 1 The fires were **worse** than others in the past.
- 2 Koalas are **slower** than animals like kangaroos.
- 3 But what about **more unusual** animals?
- 4 There are species with **bigger** problems.
- 5 The Mary River is **dirtier** than before, too.
- 6 This turtle looks **stranger** than others.

1b Now match the adjectives in 1a to the correct rule a-f.

- a One-syllable adjectives, add -er.
- b One-syllable adjectives ending in -e, add -r.
- c One-syllable adjectives ending in one vowel and one consonant, double the consonant and add -er.
- d Adjectives ending in -y, omit -y and add -ier.
- e Adjectives with two or more syllables, use *more* before the adjective.
- f Some adjectives are irregular and they use a different word.

1c Look at the sentences in 1a and complete the rule.

We use after the comparative adjective when we want to compare two people or objects.

 Check it page 126

2 Write the comparative form of these adjectives and add the correct rule a-f in 1b.

- | | | | |
|-----------|------------------|-------------|-------|
| 1 tall | <i>taller, a</i> | 6 thin | ..... |
| 2 fat | ..... | 7 hungry | ..... |
| 3 careful | ..... | 8 far | ..... |
| 4 good | ..... | 9 difficult | ..... |
| 5 hard | ..... | 10 nice | ..... |



3a Complete the sentences with the comparative form of the words given.

- 1 Usain Bolt is (fast) than a cheetah.
- 2 A blue whale is (heavy) than 20 elephants.
- 3 Leatherback turtles travel (far) in a year than humpback whales.
- 4 A Mary River turtle is (large) than a green turtle.
- 5 Bees are (clever) than other insects.
- 6 Cats are good pets, but fish are (popular).
- 7 Sharks are (dangerous) to humans than elephants.
- 8 Bees don't make honey if it's (hot) than 35°C.

3b Decide if the statements in 3a are true or false. Check your answers on page 157.

4 Complete the text with the comparative form of these adjectives.

bad • dangerous • dark • good • long • low • safe • strong

LATEST BLOG NEWS MORE ▾ 

The island NOBODY wants to visit



Snakes live all over Brazil, but Snake Island is the home of the Golden Lancehead snake. Adults are (a) than 50 cm. They have yellow stomachs but their backs have (b) colours, too. The Golden Lancehead kills people and animals with the venom in its mouth. This snake is (c) than other similar species in Brazil, because its venom is five times (d) than that of the other snakes. Similar snakes eat small animals that live in the rainforest. But, as there aren't any small animals on Snake Island, the Golden Lancehead eats the birds that stop on the trees. It can do that because it is a (e) climber than any other snake. Not only scientists visit the island. Bad people go to the island and catch and sell these snakes. So now the snake population is much (f) than it was 15 years ago, and the Golden Lancehead is in danger. Now, it is (g) for people to visit Snake Island, but for the snakes the situation is much (h) than before.



5a Write sentences to compare two animals from pages 116–118. Use these adjectives or others you know. Do not use the same adjective twice.

big • clever • dangerous • fast • friendly • heavy •
slow • small • strong

Whales are bigger than sharks.

5b **SPEAKING** Tell the class your sentences. Do you agree with your partner?

Use it ... don't lose it!

6 **SPEAKING** Look at these pictures and compare the different animals. Then decide on your favourite and give your reasons.



Do you prefer a fish or a lizard?

Mmm. Fish are more boring than lizards.

What about a ... or a ...?

Reach higher → page 147

Vocabulary

Geographical features

1 Match some of these words to the definitions (1–6). Check that you understand all the words. Use a dictionary if necessary.

90 **Geographical features**

beach • cave • cliff • desert • forest • island •
lake • mountain • ocean • river • valley • waterfall

- 1 land with water all around it
- 2 a very large area of salt water
- 3 a place with many trees
- 4 the side of a high wall of rock
- 5 a low area between two high areas, usually with water moving through it
- 6 a place next to the sea; people play volleyball there

2 Choose the correct alternative.

HOT, DRY and SCARY!

Death Valley is a very hot and scary place. It's a dry (a) desert/cliff with long summers. Also, as there are high (b) mountains/islands around the valley, the hot air can't leave. On 10th July, 1913, the temperature was 56.7°C! In 1976, they filmed some of the first *Star Wars* film there because it looks like a dry planet far away. However, there is some water. A 30-metre high (c) forest/waterfall has cool water for drinking. A (d) river/cave brings some water, but most of it is underground. Thousands of years ago there was a long deep (e) lake/desert, but the water disappeared.

There are some strange stories and mysteries in the valley. In 1931, someone said he found a secret underground (f) beach/cave with scary things inside. In 1996, a family disappeared in the valley. Surprisingly, there is a 217-km running race in Death Valley every July, when the temperature can be 54°C. Very few people finish the race!



Use it ... don't lose it!

3 **SPEAKING** Choose a geographical feature in your country and make some notes. Then, take turns to tell your partner what you can see and do there. Can your partner guess what place it is?

Copacabana – popular, swim, play football/volleyball

It is a popular beach. People can swim in the ocean and play football and volleyball on the beach.

Is it Copacabana?

Reach higher → page 147



GREAT LEARNERS GREAT THINKERS

PRESERVATION

Lesson aim: To think about ways of protecting the environment

Video: Acorn thief!

SEL Social and emotional learning: Keeping an open mind

- 1 **SPEAKING** Match the words (1–3) with the definitions (A–C). Then say what you think the video is about.

1 chipmunk 2 acorn 3 thief

- A a nut that some animals eat
B someone who steals something
C a small animal with a long tail that is similar to a squirrel

- 2 **VIDEO** Watch the video and answer the questions.

- 1 How many chipmunks can you see in the video?
2 Why was the chipmunk angry?

- 3 **VIDEO** Watch the video again. Find five mistakes in the text and correct them.

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THE GREAT NORTH WOODS

In the Great North woods, there are eight million hectares of forest. In autumn the leaves change colour and fall to the ground. Under the leaves there are things for animals to eat like acorns. The chipmunk is trying to find acorns. He can fit five acorns into his mouth at one time. He needs to collect fifty acorns before winter comes. A lizard steals the chipmunk's acorns. The chipmunk has three weeks to find more acorns before autumn ends and the winter comes.



GREAT THINKERS

Think-Pair-Share



- 4 **SPEAKING** Follow the instructions.

- 1 Think of the advantages and disadvantages of zoos for one minute. Write your ideas down.
- 2 Share your ideas with a partner.
- 3 Now summarise your ideas and share them with the class.
- 4 Read the text about zoos. Is your opinion different now?



ARE ZOOS A GOOD THING?

Zoos are very popular with children and adults – over 700 million people visit them every year. But are they a good thing?

Many people say that zoos are safe places for animals and help to educate people about wild animals and what we can do to protect them. Zoos also help to get money to save wild animals in many countries. However, other people think zoos are bad for both animals'

physical and mental health. In zoos animals often don't have much space and this means they don't do enough exercise and are stressed or mentally ill.

There are arguments in favour and against zoos. Perhaps it depends on which zoo we are talking about. Some zoos don't care for animals well, but others are good, protect and care for animals well and help to save endangered species.

5 **SEL** **SPEAKING** The text in 4 gives both the advantages and disadvantages to a theme, and is balanced. Why is it important to try to keep an open mind on a subject?

6 **SPEAKING** The text in 4 talks about how zoos can help to save endangered animals. Can you think of other ways of protecting animals? What can young people in your country do to protect animals?

GREAT LEARNERS

Great learners think locally and globally.

In 6, you are thinking of ways to protect animals. Why is it important to do this?

Learner profile

page 151



Listening

- 1 **SPEAKING**  Look at the photos. Tell the class what you know about these animals.



- 2  Listen to an interview with a zoologist. She studies how animals can live in different environments. Does she mention any of your ideas?

Exam tip

In the next activity, you decide which animal matches each question. Why is it a good idea to listen for words or phrases that mean the same as the key words in the questions?

- 3  Listen again. Write *kangaroo*, *penguin* or *frog* for each sentence.

Which animal ...

- 1 has something on its body to protect it from the cold?
- 2 has a way to travel quickly on land?
- 3 does something to help other members of its group?
- 4 has an unusual way of escaping from animals that want to eat it?
- 5 doesn't look for food in hot weather?
- 6 can change how easy it is to see it?

Critical thinkers

In your opinion, why is it important to study how animals can live in difficult environments?

What makes you say that?

Use ideas from the interview and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Superlative adjectives

- 1a Look at the sentences with superlative adjectives in bold and write the basic adjective.

- 1 Australia is one of **the biggest** countries in the world.
- 2 Hopping is **the best** way for them to move.
- 3 During **the coldest** time of the year, penguins stand together in a big group.
- 4 The outside of the group is **the worst** place to be.
- 5 Emperor penguins are **the heaviest** of all the penguins.
- 6 Antarctica is one of **the most difficult** places for animals to live.

- 1b Now match the adjectives in 1a to the correct rule.

- a One-syllable adjectives, add -est.
- b One-syllable adjectives ending in one vowel and one consonant, double the consonant and add -est.
- c Adjectives ending in -y, omit -y and add -iest.
- d Adjectives with two or more syllables, add *most* before the adjective.
- e Some adjectives are irregular and they use a different word.

- 1c Look at the sentences in 1a and complete the rule.

We use the word before all superlative adjectives.

 Check it page 126

- 2 Write the superlative form of these adjectives and the correct rule a–e in 1b.

- 1 slow
- 2 close
- 3 wet
- 4 easy
- 5 useful
- 6 far
- 7 hot
- 8 sad
- 9 thirsty
- 10 beautiful
- 11 wide
- 12 small

- 3 Complete the text with the superlative form of the words given.



Cliff diving is one of (a) (dangerous) sports in the world. It's also one of (b) (exciting). Before they jump, divers need (c) (recent) information about the wind. They can't dive on (d) (windy) days because it's too dangerous. There are cliff diving competitions with prizes for (e) (good) divers. Brazilian diver Laso Schaller has the record for (f) (high) dive from a cliff. He jumped 58.8 metres into a lake in Switzerland in 2015. There are also cliff diving shows and tourists pay to watch them. (g) (famous) show is in Acapulco, Mexico. (h) (young) divers are 15 years of age and (i) (old) are about 70. They jump from the cliffs of La Quebrada into the Pacific Ocean below. Don't miss this amazing performance if you go to Acapulco!

Present perfect with ever and never

- 4a Look at sentences 1–5. Are statements a–d True (T) or False (F)?

- 1 Have you **ever seen** a kangaroo? **T / F**
 - 2 Yes, I **have**. I've seen kangaroos many times. **T / F**
 - 3 Have they **ever been** on a safari? **T / F**
 - 4 No, they **haven't**. They **have never visited** Africa. **T / F**
 - 5 My mum **has never ridden** a horse. **T / F**
- a We make the present perfect with *have/has* + past participle of the main verb. **T / F**
- b The past participle of regular verbs ends in -ed. **T / F**
- c The past participle of irregular verbs doesn't end in -ed. **T / F**
- d When we use the present perfect, we don't say exactly when something happened. **T / F**

- 4b Look at sentences 1–4 in 4a again. Choose the correct alternative.

- 1 Ever/Never means at any time in your life.
- 2 Ever/Never means at no time in your life.
- 3 Ever and never go just before/after the past participle.

Check it page 126

- 5 Complete the sentences with the correct form of *have* and the past participles in the box.

bought • done • gone • seen • studied • swum

- 1 I never in a lake. Is the water cold?
- 2 Harry never a mountain bike. They are too expensive!
- 3 I never mountain climbing. Is it fun?
- 4 She never French.
- 5 They never a waterfall so they're going to Niagara Falls.
- 6 ' she ever a dangerous activity?'

- 6 Complete the text. Write one word in each gap.

Culture exchange



Kruger National Park

Have you (a) seen a lion run or watched an elephant at a waterhole? Visitors to Kruger National Park can do these things. But many high school students who live around it have (b) had the opportunity to visit the (c) amazing park in South Africa. This is why some people created Wild Shots Outreach, a special photography programme for state school teenagers. The organisers think (d) best way to keep nature and animals safe is for young people to learn about them. Students learn how to take photographs, but (e) important than that, they learn about animals and their environment. It (f) never been difficult to find students for the programme. One ex-student, Neville Ngomane, became the Young Environmental Photographer of the Year in 2019. This is one of the (g) important environmental photography competitions in the world.



Use it ... don't lose it!

- 7 **SPEAKING** Student A: go to page 157. Student B: go to page 158. Use the prompts to ask and answer questions about your experiences. Use the present perfect with *ever*.

Reach higher → page 148

Developing speaking

Agreeing and disagreeing

- 1 **SPEAKING** Look at the photo and answer the questions.

- 1 What can you see in the photo?
- 2 How do you think the people feel?
- 3 Have you ever seen a pet on public transport?



- 2 **SPEAKING** Discuss the rules below for travelling with pets on public transport. Why is each rule important?

Home | About | Transport | Advice | More ▾

CITY TRANSPORT

Dogs and small animals can travel with you on public transport.

Important!

- ⚠ Make sure your dog sits on the floor and it doesn't sit in front of the door.
- ⚠ Keep small animals in pet carriers.
- ⚠ Don't stand in front of doors with your pet.
- ⚠ Don't travel with your pet on Monday to Friday between 7am and 9am or between 4pm and 6pm.

- 3a  Listen to two young people, Sam and Becky, talking about pets on public transport. What do they agree is the best way for pets to travel on public transport?

- 3b  Listen to two young people, Sam and Becky, talking about pets on public transport. What do they agree is the best way for pets to travel on public transport?

Speaking bank

Useful expressions for agreeing and disagreeing

Agreeing

- I agree.
- I agree with (you/that).
- That's true.
- Yes, I think you're right.
- I think so, too.

Disagreeing

- I don't agree.
- I disagree.
- I don't agree with (you/that).
- I don't think so.

Partly agreeing

- That's true ... , but ...
- I agree ... , but ...
- Perhaps, but ...

- 4a **SPEAKING** Read the opinions about pets on public transport. For each opinion, write A if you agree, D if you disagree and PA if you partly agree.

- 1 It's bad to have dogs on trains because some people are afraid of them.
- 2 I think pets aren't happy travelling on public transport.
- 3 I don't have a problem with pets on public transport – I think it's a great idea.
- 4 Public transport is for people. Keep your pets at home.
- 5 Most people love animals and are happy when they see them.

- 4b **SPEAKING** Take turns to say how much you agree or disagree with the statements in 4a. Use the expressions from the Speaking bank.

I disagree with 4. I think it's OK for pets to travel on public transport.

Exam tip

During a discussion activity, why is it important to listen carefully to your partner?

Practice makes perfect

- 5 **SPEAKING** A family is planning a holiday and want to take their pet with them. Discuss the best place to go and how to travel there. Use the ideas below or your own ideas and the Speaking bank to help you.

Where?

- the beach
- the mountains
- the country

How?

- train
- car
- plane

I want to go to the beach.
Our cat can play there.

That's true, but cats don't like water.

Developing writing

A blog post

1 SPEAKING Read the fact file and discuss these questions about Tiritiri Matangi.

- 1 How did people help the environment?
- 2 How are people protecting the island now?
- 3 Why are many visitors bad for the island?

Tiritiri Matangi Fact File

Where is it? It's in the Pacific Ocean. It's a very small island of New Zealand, close to the city of Auckland.

Why is it special? The World Wild Fund for Nature (WWF) helped to start this project. From 1984 to 1994, thousands of people planted 280,000 trees there. They worked for no money and they created an island forest for endangered birds, insects and lizards. The island is now a nature reserve. As the forest grows, more animals can live there.

Can I visit? Yes, you can, but only 32,000 visitors a year can go there. The animals are in danger when there are lots of people.



2 SPEAKING Discuss the questions.

- 1 Do you ever read blogs?
- 2 Why do you read them: for entertainment, information or both?
- 3 What do you think makes a blog interesting to read?

3 Read the blog Katy wrote about Tiritiri Matangi and answer the questions.

KATY'S BLOG

ABOUT ME **BLOG** **ARCHIVES** 

Last Friday, I went on a school visit to Tiritiri Matangi. It's an island forest for species in danger. It's the most beautiful place I've ever visited!

There are many different birds in the forest. The takahē bird can't fly. It steals food from visitors! Can you believe it? Be careful with your lunch! I also saw some Little Penguins. I think they're more attractive than any other island birds!

Some years ago, there wasn't a forest on the island and few birds lived there. But people worked together and planted 280,000 trees! Now, birds are living there again and we can all enjoy this beautiful place.



- 1 How many tenses does Katy use? Which tenses are they?
- 2 How does Katy use adjectives?
- 3 Is the blog in a friendly style? What makes it friendly?

4 Read the blog again and complete the information in the Writing bank with the names of different tenses.

Writing bank

Using present and past tenses

We use the:

- to talk about things that are generally true.
- to talk about things that are happening now.
- to talk about things that happened at a certain time in the past.
- to talk about things that happened in the past without saying when.

5 Think of a place you have visited, for example, a park or a museum, and complete the notes below.

- 1 The name of the place:
- 2 When you visited:
- 3 Who you were with:
- 4 What kind of place it is:
- 5 What you saw and did there:
- 6 Some interesting information for visitors:
.....

Practice makes perfect

6a Write a blog post about the place you visited. Use your notes in 5 and Katy's blog to help you. Use the tenses in the Writing bank. Use different forms of adjectives and write in a friendly style.

6b When you finish your blog post, use the Writing checklist on page 149 to check it.



Comparative adjectives

	Adjective	Comparative
One syllable: add -er	hard, tall	harder, taller
One syllable ending in -e: add -r	safe, nice	safer, nicer
Adjectives ending in -y: remove -y add -ier	funny, hungry	funnier, hungrier
One syllable ending in one vowel and one consonant: double the consonant and add -er	hot, thin	hotter, thinner
Two or more syllables: add more before the adjective	careful, important	more careful, more important
Irregular	bad, good, far	worse, better farther/further

- We use comparative adjectives to compare two people, places or things.

Cheetahs are faster than rhinos.

- We use *than* in sentences that compare two people, places or things.

An elephant is heavier than an antelope.

Superlative adjectives

	Adjective	Comparative
One syllable: add -est	hard, tall	hardest, tallest
One syllable ending in -e: add -st	safe, nice	safest, nicest
Adjectives ending in -y: remove -y add -iest	funny, hungry	funniest, hungriest
One syllable ending in one vowel and one consonant: double the consonant and add -est	hot, thin	hottest, thinnest
Two or more syllables: add the most before the adjective	careful, important	the most careful, the most important
Irregular	bad, good, far	the worst, the best, the farthest/furthest

- We use superlative adjectives to compare more than two people, places or things.
- We use *the* before the superlative form of the adjective and we often use *in*.

It's the biggest animal in the world.

Present perfect with ever and never

Affirmative	subject + have/has + past participle <i>He has ridden a horse.</i>
Negative	subject + haven't/hasn't + past participle <i>They haven't climbed a mountain.</i>
Question form	have/has + subject + past participle <i>Have you swum in a lake?</i>
Short answers	Yes, subject + have/has. No, subject + haven't/hasn't. <i>Yes, we have. No, she hasn't.</i>

- We use the present perfect to talk about experiences in the past, without saying the exact time.
- We can use *ever* in questions with the present perfect. It means 'at any time in your life'. It comes just before the participle.
Have you ever walked through a forest?
- We can use *never* in negative sentences in the present perfect. It means 'at no time in your life'. It comes just after *have/has*.
I've never seen an elephant.

Vocabulary

1 Animals and insects

antelope • bee • beetle • cheetah • frog • kangaroo • koala • lizard • monkey • penguin • rhinoceros/rhino • shark • turtle • whale

2 Parts of the body

arm • back • chest • chin • finger • foot (pl. feet) • fur • hand • head • hoof • horn • leg • neck • stomach • tail • toe • wing

3 Geographical features

beach • cave • cliff • desert • forest • island • lake • mountain • ocean • river • valley • waterfall



Grammar test

Comparative adjectives

1 Complete the sentences with the comparative form of the adjectives given.

- 1 A mountain is (high) a hill.
- 2 I think monkeys are (interesting) frogs.
- 3 Forests are (wet) deserts.

- 4 The weather today is (good) yesterday.
- 5 Are elephants (strong) rhinos?
- 6 This park is (nice) any other park in the city.

/ 6 points

Superlative adjectives

2 Complete the sentences with the superlative form of the adjectives given.

- 1 Who is (old) person in your family?
- 2 I think that was (bad) pizza I have ever eaten.
- 3 I like Catherine. She's (nice) person in my class.

- 4 Which is (dangerous) animal in the sea?
- 5 I'm sure today is (hot) day of the year!
- 6 Blue whales are (heavy) animals in the world.

/ 6 points

Present perfect with ever and never

3 Complete the dialogues using the present perfect and the words given.

- 1 A: (you / ever / see) a shark?
B: No, I But I (swim) with a dolphin.
- 2 A: (Jack / ever / do) any sport?
B: Yes, he He (play) rugby for five years.
- 3 A: Alex and Tim (not return) from South America.
B: I know, but they (send) me some photos. Look!

/ 8 points

Vocabulary test

Animals and insects

1 Complete the name of the animal or the insect with the missing vowels.

- 1 p n g n
- 2 m nk y
- 3 c h t h
- 4 nt l p
- 5 l z rd
- 6 k ng r
- 7 t rt l

/ 7 points

Parts of the body

2 Write A for part of an animal's body, H for part of a human's body and B if it is for both.

- | | | | |
|-----------|-------|--------|-------|
| 1 stomach | A/H/B | 5 fur | A/H/B |
| 2 finger | A/H/B | 6 neck | A/H/B |
| 3 chest | A/H/B | 7 tail | A/H/B |
| 4 wing | A/H/B | | |

/ 7 points

Geographical features

3 Name the geographical feature.



/ 6 points

10



LET'S GO!



Vocabulary in context

The weather

Things to take on holiday

- 1a** **SPEAKING** Discuss the meaning of these phrases. Use a dictionary if necessary.

93 **The weather**

it's boiling • it's cloudy • it's cold • it's freezing • it's hot •
it's raining • it's snowing • it's stormy • it's sunny •
it's warm • it's windy

- 1b** **SPEAKING** Look at this list of cities. What do you think the weather is like there today? Compare the weather in these cities.

Buenos Aires • Madrid • Mexico City • Rio de Janeiro •
Rome • Warsaw

I think it's warm in Buenos Aires.

I think it's warmer than in Warsaw.

- 2** Choose the correct alternative.

RAIN OF FISH

Yoro is a town in Honduras, a country in Central America. During the day the temperature's always between 23°C and 29°C, so it's (a) cold/warm all year. There are lots of clouds, though, and when it isn't (b) sunny/snowing it often rains. The weather in Yoro is like the weather in many places in Central America, but one thing is very different.

Something amazing happens there in the summer when it's (c) hot/cold and wet. People find many fish on the ground – they say it rains fish! This only happens when it's (d) sunny/windy and it's (e) freezing/raining very hard. Some people believe the wind carries the fish through the air. However, when the weather is (f) stormy/boiling like that, the people of Yoro don't go outside. So nobody has seen where the fish come from.

- 3a** **SPEAKING** Look at the photos of Honduras. Use the words in 1a to talk about the weather. Use *it's* and *it isn't*.



In the first photo, it isn't cold. It's warm.

- 3b** **SPEAKING** Talk about the weather where you live at different times of the year. What weather do you like best?

I don't like winter because it's cold and cloudy.

- 4** Match the items in the photos (a–f) to some of these words. Use your dictionary to help you.

94 **Things to take on holiday**

backpack • earphones • gloves •
guidebook • hat • passport •
suitcase • sunglasses • sunscreen •
swimming trunks/swimsuit • towel • umbrella

a



b



c



d



e



f



- 5** 95 Listen to six dialogues. What are the people talking about? Choose the correct alternative.

- 1 a hat/sunscreen
- 2 a towel/an umbrella
- 3 a passport/a suitcase
- 4 a guidebook/a backpack
- 5 gloves/swimming trunks
- 6 earphones/sunglasses

Use it ... don't lose it!

- 6** **SPEAKING** How often do you use the objects in 4?

I never use an umbrella.

Reach higher

page 148



Reading

1 **SPEAKING** Look at the photos. Then talk about what you see. Do you know where these places are?

2 Read the messages quickly and check your answer in 1.

HOME ABOUT TRAVEL ADVICE MESSAGE BOARD LOCATIONS

WHERE ARE YOU GOING TO GO?

Millions of people are going to travel this year. They aren't going to stay at home. They're going to see interesting things, eat different food and meet new people. What are you going to do?

A **Name:** Abby
Where: Brussels, Belgium
I'm going to go to Brussels with my family on the 1st of July. We're going to visit Mini-Europe. It's a theme park with 350 European tourist attractions, places like the Eiffel Tower or Vesuvius. In real life, though, they're 25 times bigger! A guide is going to tell us about them. We're also going to see the Atomium. It's next to Mini-Europe. It's got nine huge atoms. They're 165 billion times bigger than real atoms! I think it's clever the way they made big things small, and small things big, and they put them next to each other!

B **Name:** Bella
Where: Nice, France
In the summer, my parents and I go on holiday. We pack our sunscreen, towels and swimsuits, and go to a place with warm sunny weather. This year, we have chosen Nice, in France. We're going to swim in the sea, but we're also going to visit museums and art galleries. Oh, and we are going to visit this huge head, too! Is it art? Is it architecture? It's actually a library called La Tête Carrée. At night, when the lights are on and you are outside, you can see desks, chairs and books inside. It looks like art, but it's a building that people use!

C **Name:** Carl
Where: Da Nang, Vietnam
I've never been to another country before, but this year my family is going to travel to Vietnam. In December, we're going to spend a week in Da Nang. We want to see the Golden Bridge in the Ba Na Hills Park – it's in a forest, on a mountain. It opened in 2018 and it looks amazing. Two giant hands hold the bridge up! It's really busy at the weekends, especially on Sundays. People say the best time to go is at seven in the morning, when the bridge isn't crowded. That's early, but I think it's going to be awesome!

3 **96** Read the messages again. Look at these questions and choose Abby (A), Bella (B) or Carl (C).

- 1 Who writes about models of real places?
- 2 Who has the same kind of holiday every year?
- 3 Who writes about a tour of a place?
- 4 Who writes about beach activities?
- 5 Who writes about a place in a natural environment?
- 6 Who writes about a place for people to work and study?

A/B/C

A/B/C

A/B/C

A/B/C

A/B/C

A/B/C

- 4 What do the underlined words in the text mean?
Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, what can you learn from travelling to these three places?

What makes you say that?

Use the photos and the ideas from the text to justify your opinion. Then share your ideas.

be going to

1a Look at the sentences.

- 1 Millions of people **are going to travel** this year.
- 2 They **aren't going to stay** at home.
- 3 **Are you going to swim** in the sea?
- 4 Yes, I **am**./No, I'm **not**.

1b Now choose the correct alternative.

- a We use **be going to** to talk about future/past plans and intentions.
- b The verb after **be going to** is a past participle/ an infinitive.
- c The negative form is be + not + going to/be + going + not to.
- d In questions, **be comes before the infinitive/ comes before the subject**.
- e In short answers, we use only am, are, is/ going to.

Check it page 138

2 Read the sentences and look at the pictures. Write a or b for each sentence.



- 1 He's swimming in a pool.
- 2 He's going to swim in a pool.
- 3 He's going to take his sandals off.
- 4 He's going to jump in the water.
- 5 He's going to swim to the end of the pool.
- 6 He's going to get out of the water soon.

3 Complete the sentences with these words.

are • aren't • going • isn't • it's • to • you're

- 1 She going to buy a suitcase.
- 2 I'm going send a postcard to my friend.
- 3 You and Nick are to love France.
- 4 they going to put sunscreen on?
- 5 Hurry up, Tom! going to be late.
- 6 We going to have much time.
- 7 going to be stormy today.

4 Complete the sentences with the words given and the correct form of *be going to*.

- 1 It's raining. (you/take) an umbrella?
- 2 We're going to Greece in July. We (visit) some islands.
- 3 He doesn't like his hotel. He (not stay) there.
- 4 It's hot and I'm thirsty. I (have) a cold drink.
- 5 When are you going on holiday? (I/see) you before you leave?
- 6 Elena wants to go to Italy. (she/meet) her cousins in Rome?
- 7 It's windy. They (not wear) their hats.
- 8 We're going to Bernie's party. It (be) great!

5 Complete the dialogue with the words given and the correct form of *be going to*.



Ana: We (a) (go) to King's Cross Station today.

Ben: (b) (you/travel) somewhere?

Ana: No, we (c) (not get on) a train. My brother (d) (run) through a wall! Well, not really.

Ben: Oh! (e) (he/visit) Platform 9 ¾ for the Harry Potter Experience?

Ana: Yes, and I (f) (take) photos!

Ben: I'm sure it (g) (be) a lot of fun!

6 SPEAKING Imagine you are going on a holiday. Ask and answer questions about your plans. Use these words and *be going to*.

where / go • when / leave • who / travel with •
where / stay • what / do • when / come back

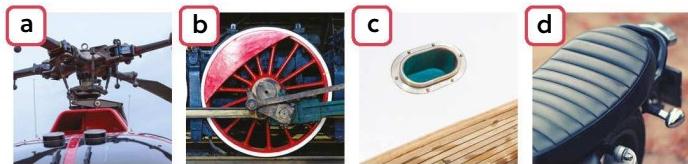
Where are you going to go?

I'm going to go to Rome.

Vocabulary

Types of transport

- 1a**  Look at the pictures. They show parts of different types of transport. Can you guess what they are?



- 1b** Match the photos in 1a to these words. Check that you understand all the words. Use a dictionary if necessary.

97 Types of transport

boat • bus • car • helicopter • hot-air balloon • lorry/truck • motorbike • plane • taxi • train • tram • underground • van

- 2a**  Listen to two students answering a survey about how people travel. Number the types of transport as you hear them.

boat	<input type="checkbox"/>	plane	<input type="checkbox"/>	train	<input type="checkbox"/>
bus	<input type="checkbox"/>	school bus	<input type="checkbox"/>	tram	<input type="checkbox"/>
car	<input type="checkbox"/>	taxi	<input type="checkbox"/>	underground	<input type="checkbox"/>

- 2b**  Listen to the conversation again. Complete the table with the types of transport you hear. Some words go in more than one column.

go/travel by	get	take	catch

- 3a**  Do the transport quiz. You have one minute!

- The London underground is called the metro/the tube.
- In Vienna/Venice, people travel on boats.
- During the first plane flight, the plane flew for 12 seconds/minutes.
- In 2002, Steve Fossett was the first person to fly around the world in a helicopter/hot-air balloon.
- The longest tunnel in the world is for cars/trains.

- 3b**  Listen and check your answers.

Use it ... don't lose it!

- 4**  How good or bad for the environment is each type of transport in 1b?

Cars are very bad for the environment.

Yes, they are. I think trams are better.

Prepositions of time

- 7** Look at the sentences and complete the rules a–c with *at*, *in* and *on*.
- I'm going to go to Brussels **on** 1st July.
 - In** summer, my parents and I go on holiday.
 - When the lights are **on** at night, you can see inside.
 - My family is going to go to Vietnam **in** December.
 - It opened **in** 2018.
 - It's really busy **at** the weekends, especially **on** Sundays.
 - The best time to go is **at** seven **in** the morning.
- a We use with parts of the day, months, years and seasons.
b We use with times, *night* and *the weekend*.
c We use with days and dates.

 **Check it** page 138

8 Choose the correct alternative.

- The people of France celebrate Bastille Day *in/on* 14th July.
- Switzerland is a popular place to ski *at/in* winter.
- It was snowing *in/at* six o'clock this morning.
- Museums in Europe are often closed *on/at* Mondays.
- There was terrible weather around the world *in/on* 2019.
- People in London go to the parks *on/at* the weekend.
- Argentina is warm and sunny *in/on* January and February.
- Bright lights make Tokyo very pretty *at/on* night.
- In December, it's very dark in Europe *in/at* the afternoon.
- Many countries celebrate International Worker's Day *on/at* 1st May.

Use it ... don't lose it!

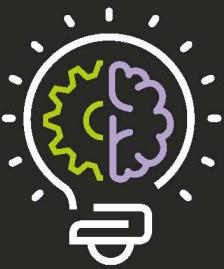
- 9**  Complete the phrases with the correct prepositions. Then ask and answer questions about your plans. Use the completed phrases and *be going to*.

- the weekend
- Saturday
- six o'clock tomorrow
- summer
- September

What are you going to do **on** Saturday?

I'm going to watch a football match.

Reach higher  page 148



GREAT LEARNERS GREAT THINKERS

TRAVEL IS GOOD FOR THE MIND

Lesson aim: To think about how travel can improve your mind

Video: An unusual hotel

SEL Social and emotional learning: Reflecting

1 **SPEAKING** Discuss these questions.

- 1 Have you ever travelled to a different country or to a different region in your country?
- 2 Did you learn anything you didn't know about that country or region when you travelled? What was it?
- 3 Which country would you most like to visit? Why?
- 4 Do you think you can learn new things when you travel? How?

2 **VIDEO** Watch the video and complete the sentences with one or two words.

- 1 Tony and Thomas are writers.
- 2 They are in the Sky Lodge hotel in
- 3 They the mountain to get to their room.
- 4 They take a zipline to the hotel.

3 **VIDEO** Watch the video again. According to the information in it, are these sentences True (T) or False (F)?

- | | |
|--|-------|
| 1 Their hotel is 800 metres above the ground. | T / F |
| 2 It's difficult to get to their room. | T / F |
| 3 There are two beds in their room. | T / F |
| 4 They have dinner standing up. | T / F |
| 5 They don't want to sleep at night. | T / F |
| 6 For breakfast there is orange juice, eggs, tea and coffee. | T / F |

GREAT THINKERS



Think-Question-Explore

4 Read the title of the text in 5 and answer the questions.

- 1 How do you **think** travelling can have a positive impact in your life?
- 2 What **questions** do you want to ask about travelling and feeling better in mind and body?
- 3 **Explore.** How do you think you can find the answer to these questions?

5 Read the text and answer the questions.

- 1 Does it agree with the things you **thought** about travelling?
- 2 Does it answer any of your **questions**?
- 3 What do you want to **explore**?





How Travel Can be Good for Your Mind

Many people like to travel but not many people know travel is good for your mind. Here are some of the ways travel helps your mind.

Going to new places can open your mind to new ways of thinking. When you travel, you see people living and doing things in different ways from you. This can help you understand that people are different and think in different ways, and that it is OK.

Sometimes people need to rest after a long year of school and work. Travel is a great way to rest. When you leave school behind, you feel calmer.

Physical exercise improves the way you feel in mind and body. When you travel, you move about a lot. For example, when you visit a new city you can walk its streets for hours; when you are at the beach you can swim in the sea and when you go to the countryside you can take long walks.

6a **SPEAKING** Evaluate the ideas below and choose three that you think are better to keep a good mind and body balance.

- Eat healthy food.
- Do exercise.
- Do something kind for someone else.
- Enjoy small things like being with your family or your friends.
- Try to be with cheerful, friendly people.

6b **SEL** **SPEAKING** Compare your ideas. Agree on the best ways to improve your mind and body balance. Give your reasons.

GREAT LEARNERS

Great learners have a good mind and body balance.

In this lesson, you are reflecting on the importance of having good physical and mental health. Why can healthy food and exercise help you to learn better?

Learner profile

page 151

Listening

- 1 **SPEAKING** Look at the pictures. What problems did these people have? What other problems can people have when they travel?



- 2 Listen to people talk about travel and the weather. Match each speaker or speakers (1–4) to the main idea (a–d).

- a This is an important announcement.
b They are deciding what to take.
c Someone has lost something.
d This is a weather report.

- 3 Listen again and choose the correct answers.

- 1 Listen to the weather report. What is the weather going to be like tomorrow?
a It's going to rain.
b It's going to be windy.
c It's going to be sunny.
- 2 Listen to a man and a woman talking about a passport. Where is the passport?
a in his backpack
b in his suitcase
c in his jacket
- 3 Listen to an announcement at a train station. What does the announcement tell people to do?
a wait on platform 10
b get on another train
c go to London by train
- 4 Listen to a man and a woman talking about a holiday. What do they decide not to take?
a a guidebook
b gloves
c boots

Exam tip

In this task, why is it important to listen carefully to the whole of each recording?

Critical thinkers

In your opinion, how important is it to read or listen to weather reports?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

must/have to

- 1 Look at the sentences (1–4). Are the statements (a–d) True (T) or False (F)?

- 1 You **must** show your passport.
2 You **mustn't** get on the train.
3 You **have to** come, too.
4 We **don't have to** buy one.

T / F

T / F

T / F

T / F

a We use *must* and *have to* for things that are necessary or obligatory.

b We use *mustn't* for things we can't do because we don't have permission.

c We use *don't/doesn't have to* for things that are not necessary or obligatory.

d We use the infinitive without *to* after *must* and *have to*.

Check it page 138

Choose the correct alternative.

- 1 Tourists don't have to/mustn't stay in hotels.
2 All museum visitors must/mustn't buy a ticket.
3 I have to/don't have to get a new backpack – this one is broken.
4 You mustn't/don't have to play loud music after 10 o'clock.
5 Alex doesn't have to/mustn't stay at home, but he wants to.

- 3 **SPEAKING** Complete the sentences about things you *must*, *mustn't*, *have to* and *don't have to* do at school. Use these phrases and your own ideas. Then share them. Do you all agree?

be late • bring my books • do my homework •
listen to my teacher • use my phone • wear a uniform

- 1 I must 3 I have to
2 I mustn't 4 I don't have to
.....

Flipped classroom video

watch the Grammar Presentation video



should/shouldn't

- 4 Match the sentences (1–2) to the rules (a–c).

- 1 We **should** take gloves because it's going to be very cold in Canada.
2 We **shouldn't** put too many things in our backpacks.
a We use *should* for things we think are a good idea.
b We use *shouldn't* for things we think aren't a good idea.
c We use the infinitive without *to* after *should* and *shouldn't*.

Check it page 138

5



Make sentences with *should* or *shouldn't* and these phrases. Use the picture to help you.

eat before or after you travel • eat smelly food • give up your seat when an older person is standing • hold your bag or put it on the floor • leave your rubbish behind • play loud music • put your bag on the seat • put your feet on the seat • sit with your feet on the floor • take your rubbish with you • use your earphones



You shouldn't put your feet on the seat.

You should sit with your feet on the floor.

- 6 Complete the text with the correct form of *must*, *have to* or *should*.

TECHBLOG

ABOUT NEW POSTS SUBSCRIBE

BECOME A BIRD



Have you ever wanted to fly like a bird? Do you want to visit New York at the weekend? Well, you (a) (not) to get on a plane for that. In 2014, a group of artists in Switzerland created Birdly. It's a virtual reality simulator. First, you (b) put on special goggles – you can't see without these. Then you (c) to lie down on a machine and put your arms on the 'wings'. Then, you (d) move them up and down like a bird and fly above the city, in virtual reality. You really (e) try it! You (f) (not) miss it! It's really fun!

Use it ... don't lose it!

- 7a An English-speaking student has arrived at your school. Complete the sentences with useful information for life at your school, in your city and in your country.

- 1 You have to ...
- 2 You don't have to ...
- 3 You must ...
- 4 You mustn't ...
- 5 You should ...
- 6 You shouldn't ...

- 7b Compare your sentences. Do you all agree that the information is useful? If not, say why.

Reach higher

page 148

Developing speaking

Giving reasons for your opinions

1 SPEAKING Look at the photos of different places. Discuss the questions.

- Would you like to go to these places for a holiday?
- Why/Why not?



2 101 Listen to a boy talking about the two places for a holiday in 1. Tick the things he does.

- 1 He talks about both places.
- 2 He explains why he likes beach holidays.
- 3 He says what visitors can do on a city holiday.
- 4 He explains why he doesn't like city holidays.
- 5 He answers the two questions.

3 101 Listen again and tick (✓) the expressions in the Speaking bank that you hear.

Speaking bank

Useful expressions for giving reasons for opinions

- I prefer ...
- I really love ... because ...
- Some people like that, but ...
- It's OK, but ...
- That's why ...
- That's because ...
- That's another reason why ...
- For me, ...
- In my opinion, ...
- In my view, ...

Exam tip

In this type of activity, why is it important to give examples when you explain why you like or don't like something?

Practice makes perfect

5 SPEAKING Look at these photos of places to stay on a holiday. Would you like to stay in any of these places? Why/Why not?



4 SPEAKING Ask and answer these questions.

Give reasons for your opinion.

- 1 Do you think going to the beach is fun?
- 2 Do you think museums are boring?
- 3 Do you think cities are exciting?
- 4 Do you think summer holidays are better than winter holidays?

Developing writing

An article

- 1  Look at the photo and answer the questions.

- 1 Do you think this is a good place for a holiday? Why/Why not?
- 2 What activities do you think you can do there?



- 2 Read the article. Does it mention any of your ideas in 1?

Culture exchange



Australia's most popular destination

The Gold Coast is a city in Australia. Millions of visitors go there every year. It's the most popular place in the country for a holiday. Why is it so special? There are beautiful beaches and exciting theme parks.

On the Gold Coast, there are 50 kilometres of amazing beaches with warm water all year round. That's why it's the perfect place for water sports. People love swimming, sailing and surfing there. They visit in the summer and the winter because the weather is always great. When they aren't at the beach, visitors can go to the fantastic theme parks. At Warner Bros. Movie World™, all the attractions have 'themes' from films. It's an incredible experience! At Sea World, visitors swim with dolphins, feed penguins and see sharks. The Gold Coast is a brilliant place for a holiday. Australians love it and many visitors from around the world agree with them.



Collaborative Project 5

page 141

- 3 Match the paragraphs of the article to their purpose.

- 1 introduction
- 2 description of the place, activities and other things people can do there
- 3 end
- a gives information
- b gives a final opinion
- c says what the article is about

- 4 Read the introduction paragraph in the article again. Then choose the correct alternative to describe a good introduction.

- 1 When you write the introduction to an article, you should say/don't have to say what it is about. Readers don't need to know/want to know what they are going to read about.
- 2 Ask and answer a question, for example, *Why ...?* This helps/doesn't help to get the reader's attention and doesn't give/gives the reader a reason to continue reading.

- 5 Read the information in the Writing bank. Then, look at the two paragraphs that describe the Gold Coast and complete the list of adjectives.

Writing bank

Using adjectives to describe places

- Using a variety of adjectives adds interest to your writing.
- You can use these adjectives to write an interesting description of a place: amazing, beautiful, fantastic, great, popular,
.....

- 6 Think of a popular holiday place in your country. Make notes about the following:

- 1 where it is
- 2 one reason people go there
- 3 another reason people go there
- 4 your opinion about the place

Practice makes perfect

- 7a Look at the task.

An online magazine for young people wants to know about the most popular places for holidays in their readers' countries. Write an article about a place in your country.

- 7b Use the model article, your notes in 6 and adjectives from the Writing bank to write your article. Make sure you write an interesting introduction.

- 7c When you finish your article, use the Writing checklist on page 149 to check it.

**be going to**

Affirmative	I/You/He/She/It/We/They + am/are/is + going to + verb <i>I'm going to buy a guidebook.</i>
Negative	I/You/He/She/It/We/They + am not/aren't/isn't + going to + verb <i>He isn't going to work in the summer.</i>
Question form	Am/Are/Is + I/you/he/she/it/we/they + going to + verb? <i>Are you going to stay in a hotel?</i>
Short answers	Yes, I/you/he/she/it/we/they + am/are/is. No, I/you/he/she/it/we/they + am not/aren't/isn't.

- We use **be going to** to talk about future plans and intentions.

*She's going to buy a new car next month.
We aren't going to go to the beach this summer.*

Prepositions of time

- We use:
 - in with parts of the day (in the morning, afternoon)
 - with months (in April, October)
 - with years (in 2018, 2021)
 - with seasons (in the winter, summer)
- on with days (on Tuesday(s), Thursday(s))
- with dates (on 21st January, 26th November)
- at with times (at six o'clock, ten to eleven)
- with *night* and *the weekend*

must/mustn't

Affirmative	I/You/He/She/We/They must be 18 to drive a car.
Negative	I/You/He/She/We/They mustn't talk in the library.

- We use **must** to talk about things that are necessary or obligatory.
- You must do all your homework.*
- We use **mustn't** to talk about things we can't do because we don't have permission.
- You mustn't talk to the bus driver.*

have to/don't have to

Affirmative	I/You/We/They have to pay to enter the museum. He/She has to pass a test to drive.
Negative	I/You/We/They don't have to pay now. He/She doesn't have to come with us.

- We use **have to** to talk about things which are obligatory or necessary.
- You have to buy a ticket to travel on the bus.*
- We use **don't have to** to talk about things which are not obligatory or necessary.
- You don't have to buy a ticket – I have one for you.*

should/shouldn't

Affirmative	I/You/He/She/We/They should do more exercise.
Negative	I/You/He/She/We/They shouldn't put your bag on the seat.

- We use **should** to talk about things that it is a good idea to do.
- You should give your seat to older people on public transport.*
- We use **shouldn't** to talk about things that are not a good idea.
- You shouldn't play loud music on public transport.*

Vocabulary**1 The weather**

it's boiling • it's cloudy • it's cold • it's freezing • it's hot • it's raining • it's snowing • it's stormy • it's sunny • it's warm • it's windy

2 Things to take on holiday

backpack • earphones • gloves • guidebook • hat • passport • suitcase • sunglasses • sunscreen • swimsuit/swimming trunks • towel • umbrella

3 Types of transport

boat • bus • car • helicopter • hot-air balloon • lorry/truck • motorbike • plane • taxi • train • tram • underground • van



Grammar test

be going to

- 1 Make sentences using these words and *be going to*.

- 1 he / put on / some sunscreen
- 2 we / get / new passports
- 3 I / not take / two suitcases
- 4 she / get / a taxi
- 5 the boat / not leave / today
- 6 you / be / late

/ 6 points

Prepositions of time

- 2 Look at the picture and complete the sentences.

Lucy is going to go on holiday
 (a) the summer.
 She's going to go to Argentina
 (b) January and, of course, it's summer there.
 She's going to travel
 (c) 14th January.
 Her flight leaves London
 (d) ten past ten
 (e) night. She's going to arrive in Buenos Aires
 (f) Friday, (g) the morning. She's going to explore the city (h) the weekend.



/ 8 points

must, have to, should

- 3 Complete the sentences with these words. You can only use each word once.

has to • must • should

- 1 She take the train – it's quicker than the bus.
- 2 When the light is red, drivers stop!
- 3 She catch the bus at 7.45.

don't have to • mustn't • shouldn't

- 4 You eat your own food here – you can only eat food from the restaurant.
- 5 We wear a uniform at my school.
- 6 I know I eat sweets, but I love them!

/ 6 points

Vocabulary test

The weather

- 1 Complete the words for different kinds of weather.

- 1 It's fr.....
- 2 It's cl.....
- 3 It's st.....
- 4 It's wa.....
- 5 It's bo.....
- 6 It's su.....
- 7 It's wi.....
- 8 It's sn.....

/ 8 points

Things to take on holiday

- 2 Read the description and write the word.

- 1 You sit on it at the beach.
- 2 You put these on your hands.
- 3 You listen to music with these.
- 4 You use this when it rains.
- 5 You protect your eyes with these.
- 6 You wear this at the beach.

/ 6 points

Types of transport

- 3 Write the type of transport.



1



2



3



4



5



6

Total:

/ 40 points

Listening

Listening exam tip

In listening exams where you need to listen and choose the main point, remember ...
Read the questions and think about the language you expect to hear.
Listen and get the main meaning.
Listen again and check your answers.

Writing

Writing exam tip

In writing exams when you need to write a story remember ...
Think carefully about the verb tense(s) you need to use. Use linking words to connect the events in the story. When you finish, check your spelling and the structures.

1 ES5 For each question, choose the correct answer.

- 1 You will hear a teacher talking to his class.
What does the teacher want the class to do?
 A take their cameras
 B make little noise
 C bring money for lunch
- 2 You will hear two friends talking about their holiday.
What are they going to take with them?
 A swimsuits
 B an umbrella
 C sunscreen
- 3 You will hear a woman talking to her daughter about their holiday.
How are they going to travel?
 A car
 B train
 C plane
- 4 You will hear two friends talking about a school project.
Which animal are they going to write about?
 A elephant
 B kangaroo
 C rhino
- 5 You will hear a teacher talking to one of her students.
Why was the student late?
 A It was raining.
 B The car was slow.
 C He slept late.

1 Look at the three pictures. How many words do you know in each picture?



2 Write the story shown in the pictures. Write 35 words or more.

3 Show your story to a partner. Check together. Does your partner's story:

- 1 give some information about each picture?
- 2 use the correct tenses?
- 3 use correct spelling?

4 Ask these questions about your partner's story.

- Where are the teenagers going? Why?
- What happens at the beach?
- How do they feel? Why?
- What do they decide to do?

5 Discuss. Would you like to help clean plastic from the beach? Why/Why not?

Collaborative project 5



Holidays in your country



1 SPEAKING Starting point

Look back at the Culture exchange text about a popular place for a holiday in Australia on page 137. Is that kind of holiday popular in your country? Or do people prefer a different kind of holiday?

2 SPEAKING Project task

Search for information on the Internet about the holiday habits of people in your country, so you can explain it to a class of teenagers from another country. Also, use your own knowledge and experience. Prepare one of these:

- A poster C video message
- B presentation D information leaflet

Research areas

- the most popular kinds of holidays, e.g. going to the beach or the mountains, camping, skiing, etc.
- when people go on holiday, e.g. a popular month or time of the year
- how they travel to their holiday place
- where they stay, e.g. hotel, apartment, etc.
- activities they do when they are on holiday

3 Think about ...

Digital skills

Search for information about holidays in your country in your own language and also in English. You can use a good online dictionary to help you with the words in English you don't understand.

Intercultural awareness

Australians enjoy beach holidays because they live on an island with warm weather in the summer. Is there something about your country that makes some holidays more popular than others? Try to explain this to someone from a different country.

Collaboration

When you work as a team to produce something, you should discuss the things you need to do, and when you need to do them, before you start work on your project.

Useful language

*What should we do first? How do you think we should do this?
Let's make a schedule. Let's meet on Monday to ...
What time should we ...?*

Academic skills

Before you present your work, check it carefully for any mistakes in spelling, grammar and punctuation. Every member of the team should 'edit' it, that is, look for mistakes and correct them.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories:

Content

Design

Presentation

Language



UNIT 1



Vocabulary in context (page 12)

Write the name of a country beginning with each letter of the alphabet. One letter hasn't got country names. Which is it?

a – Argentina b –

Reading (page 13)

What are these numbers in the article on page 13?

- | | | |
|--------------|--------------|----------------|
| 1 two ... | <i>girls</i> | 4 millions ... |
| 2 20,000 ... | | 5 100 ... |
| 3 25 ... | | |

Grammar in context 1 (page 14)

Complete the sentences with the correct form of the verb *to be*.

- A: (a) you a singer?
 B: No, (b) I not.
 A: (c) you an actor?
 B: Yes, I (d)
 A: (e) your house in the US?
 B: Yes, it (f)
 A: (g) Haley Lu Richardson in the film *Five Feet Apart*?
 B: Yes, she (h)!

Vocabulary (page 15)

Put the letters in the correct order to make family members. Is the person male (M), female (F), or both male or female (B)?

- | | | |
|-----------------|-------|-----------|
| 1 tuna | ..... | M / F / B |
| 2 ifwe | ..... | M / F / B |
| 3 nsciou | ..... | M / F / B |
| 4 nrtaedfhfrag | ..... | M / F / B |
| 5 ceine | ..... | M / F / B |
| 6 tgrduhea | ..... | M / F / B |
| 7 esstri | ..... | M / F / B |
| 8 clune | ..... | M / F / B |
| 9 dcdrannilrheg | ..... | M / F / B |
| 10 easrnpt | ..... | M / F / B |

Grammar in context 2 (page 18)

Write three true affirmative sentences and three true negative sentences about your family. Use *have got/haven't got* and possessive adjectives.

- 1
 2
 3
 4
 5
 6

UNIT 2



Vocabulary in context (page 24)

Write the school subjects.

In this subject, you study ...

- | | |
|---------------------------------|-------|
| 1 countries, maps | ..... |
| 2 past facts | ..... |
| 3 sports | ..... |
| 4 how to design and make things | ..... |
| 5 how to act | ..... |
| 6 numbers and calculations | ..... |
| 7 to write computer programs | ..... |
| 8 a language | ..... |

Reading (page 25)

Are these sentences about the text on page 25 True (T) or False (F)?

- | | |
|---|-------|
| 1 At Agora School the students have quiet reading after lunch. | T / F |
| 2 At THINK Global all the students present their projects in the different countries. | T / F |
| 3 Agora School has got classrooms. | T / F |
| 4 At THINK Global, all the students are from the US. | T / F |
| 5 At Urban Academy, the students work in the subjects they are good at and in those they are not. | T / F |

Grammar in context 1 (page 26)

Are the sentences correct? Rewrite the incorrect sentences.

- 1 Is Helens pencil case red?

 2 My friend's names are Oscar and Alicia.

 3 My music teachers' names are John and Eva.

 4 It's my grandparents' house.

 5 I think these are Matt's glasses.

 6 They do projects at Paula's and Anna's school.

Vocabulary (page 27)

Write a description of yourself using words from both vocabulary boxes on page 27: *Parts of the face* and *Adjectives to describe faces*.

- I've got

Grammar in context 2 (page 30)

Complete the sentences with the correct question words. Write answers to the questions.

- 1 old is your best friend?
- 2 colour is your pencil case?
- 3 many students are in this class?
- 4 do you prefer – maths or science?
- 5 time is your next class?
- 6 are you from?
- 7 is your favourite artist?



UNIT 3

Vocabulary in context (page 38)

Look at the activities on page 38. Which activities do you usually do with other people? Which activities do you do on your own? Complete the mind maps.



Reading (page 39)

Read the article on page 39, then find and correct the mistake in each sentence.

- 1 Tring Park school is for students from 10 to 19 years of age.

.....

- 2 The students have a shower after breakfast.

.....

- 3 Classes start at nine in the morning and finish at 6.30 pm.

.....

- 4 The students usually have an hour for lunch.

.....

- 5 The students do lots of extra-curricular classes.

.....

- 6 In the evenings, they play games or study for the next day.

Grammar in context 1 (page 40)

Complete the sentences, using the verbs in the affirmative or negative present simple. Make the sentences true for you.

- 1 I (play) online games in the morning before school.
- 2 My grandmother (watch) TV at breakfast.
- 3 I (get up) at 7 am on Saturday.
- 4 My friend (listen) to music when he/she (do) homework.
- 5 My parents (have) lunch at my school.
- 6 I (speak) Chinese.

Vocabulary (page 41)

What places do you associate with these words?

- | | |
|---------------------|--------------------------|
| 1 books | 5 rackets and balls |
| 2 trees and flowers | 6 money and credit cards |
| 3 pizzas | 7 films |
| 4 water | 8 doctors |

Grammar in context 2 (page 44)

Read this text and find eight mistakes. Write the text with the corrections.

In Alines' family, on school days, they get up usually at around half past seven. But at the weekend, it sometimes is ten o'clock. Aline and her sister have breakfast and then they walks to school. School start at nine o'clock. Aline don't have lunch at school with her sister. She have lunch with her friends. In the evenings, Aline and her sister does homework and chat with friends. They go to bed at around ten o'clock.

.....

.....

.....

.....

.....

.....

.....

.....



UNIT 4

Vocabulary in context (page 50)

Put the letters in the correct order to make rooms and furniture. Then select (R) for room or (F) for furniture.

- | | | | |
|------------------|-----|------------------|-----|
| 1 hnicetk | R/F | 6 ehrswo | R/F |
| 2 orcpadub | R/F | 7 raggae | R/F |
| 3 lahl | R/F | 8 racamhri | R/F |
| 4 daorirat | R/F | 9 gifred | R/F |
| 5 usydt | R/F | 10 dobremo | R/F |



Reading (page 51)

Answer the questions about the article on page 51.

1 How many rooms are there?

.....

2 Where are the clocks?

.....

3 What are the rules for visitors to build things?

.....

4 Who gives visitors a box with their food at the restaurant?

.....

5 Where do visitors learn about the history of LEGO?

.....

Grammar in context 1 (page 52)

Write three true affirmative sentences and three true negative sentences about your bedroom. Use **there is/there are** and prepositions of place.

1

2

3

4

5

6

Vocabulary (page 53)

Choose the two correct alternatives.

1 He always puts milk/salt/sugar in his tea.

2 There are usually tomatoes and cheese/chips/onions on a pizza.

3 We make ice cream/yoghurt/sushi with milk.

4 I love bread with butter and flour/honey/jam on it.

5 You need hot water to make coffee/lemonade/tea.

6 We use flour to make biscuits/cake/meat.

Grammar in context 2 (page 56)

Complete the dialogue with **some, any, a or an**.

A: Is there (a) chocolate?

B: Sorry, no, but there's (b) ice cream.

A: OK. What about (c) banana or (d) apple?

B: Yes, we have both, and (e) strawberries, too.

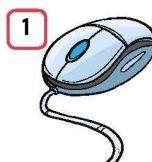
A: Great! Fruit salad with ice cream!



UNIT 5

Vocabulary in context (page 64)

Look at the pictures and choose the correct alternative.



1



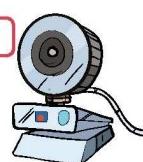
2



3



4



5



6

1 charger/mouse

2 touchpad/touch screen

3 smartphone/tablet

4 monitor/printer

5 speaker/webcam

6 keyboard/volume key

Reading (page 65)

Are these sentences about the article on page 65 True (T) or False (F)?

1 The Internet in Green Bank is slow and difficult to use. T / F

2 The telescope looks for stars far away from our planet. T / F

3 Green Bank teenagers use wi-fi in the town's library. T / F

4 Teenagers spend their free time outside. T / F

5 There are some shopping centres in the town, but not many. T / F

Grammar in context 1 (page 66)

Write sentences using **can, can't** and an adverb of manner.

1 I / speak / English / good ✓

2 you / hear / me / clear / ?

3 we / connect to the Internet / easy ✗

4 you / speak / slow / please / ?

5 she / sing / beautiful ✓

6 they / work / hard ✗

Vocabulary (page 67)

Use the words in the box on page 67 to complete the sentences.

- 1 You can read or write a
- 2 You can listen to a
- 3 You can visit a
- 4 You can click on a
- 5 You can remember or forget a
- 6 You can look for information with a

Grammar in context 2 (page 70)

Complete the sentences with activities so that they are true for you.

- 1 I love
- 2 I like
- 3 I don't like
- 4 I can't stand
- 5 I hate



Vocabulary in context (page 76)

Use the words in the box on page 76 to answer the questions.

- 1 What is the word in English for a person who works in a shop?
.....
- 2 What is the word in English for when prices are really low?
.....
- 3 What do you usually keep in a purse or wallet?
.....
- 4 What does a shop assistant give a customer?
.....
- 5 What can you see on clothes you want to buy?
.....

Reading (page 77)

Complete the sentences about the text on page 77.

- 1 Some people enjoy shopping at high street shops because
- 2 Some people return the clothes they buy online because
- 3 Some people say they don't want to spend time in the shops because
- 4 Some people buy computer parts online because
- 5 When brands are important to you, you can shop for them online because

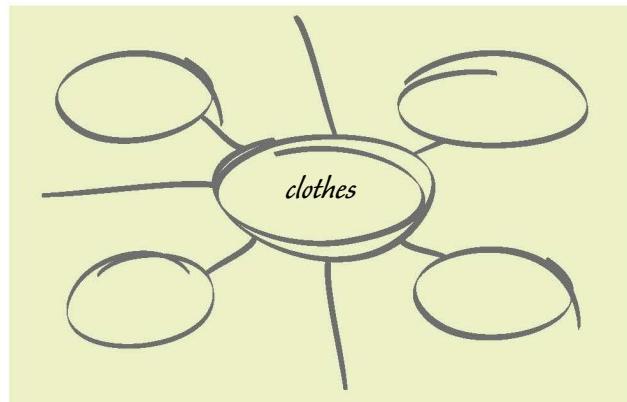
Grammar in context 1 (page 78)

Make true sentences about you using the verbs given in the affirmative or negative form.

- 1 I (write) something now.
- 2 Some of my friends (relax) at home now.
- 3 My mum (work) at the moment.
- 4 The sun (shine) right now.
- 5 It (rain) at the moment.
- 6 Our teacher (teach) us English.

Vocabulary (page 79)

Write the clothes you remember from page 79. How many words can you remember?



Grammar in context 2 (page 82)

Complete the sentences with the present simple or present continuous form of the verbs given.

- 1 My mum (go) shopping every Saturday morning.
- 2 Kate and I are in a shop and we (look) at some jewellery.
- 3 I think horror films are boring, so I (not watch) them.
- 4 (Luke / buy) a comic at the newsagent's now?
- 5 I (not wear) a coat because I'm not cold.
- 6 How often (your dad / shop) online?



Vocabulary in context (page 90)

Put the words in order to make sports. Then decide if the sports are (IS) for individual sport or (TS) for team sport.

- | | | |
|--------------|-------|---------|
| 1 nccigly | ..... | IS / TS |
| 2 gyurb | ..... | IS / TS |
| 3 intnse | ..... | IS / TS |
| 4 laaebbls | ..... | IS / TS |
| 5 kisign | ..... | IS / TS |
| 6 fogl | ..... | IS / TS |
| 7 duoj | ..... | IS / TS |
| 8 tkncsaiegi | ..... | IS / TS |

Reading (page 91)

Number the paragraphs in the text on page 91 from 1–5. Decide which paragraph talks about the things in a–e. Then write a title for each paragraph.

- a why people weren't happy at a big competition
Paragraph number
Paragraph title:
- b referees in the past and now
Paragraph number
Paragraph title:
- c why some people like or dislike video referees
Paragraph number
Paragraph title:
- d how technology in sport works
Paragraph number
Paragraph title:
- e what fans in some sports see and hear at a stadium
Paragraph number
Paragraph title:

Grammar in context 1 (page 92)

Write questions in the past simple. Then answer them.

- 1 you good at English when you / nine years old?
.....

- 2 who / best friend at primary school?
.....

- 3 where / you last Saturday afternoon?
.....

- 4 yesterday a good day for you?
.....

- 5 when and what / your last exam?
.....

- 6 what / favourite film or book last month?
.....

Vocabulary (page 93)

Use the vocabulary box in 1a on page 93. Write the name of one famous sports person for each of the sports people.

- 1
2
3
4
5

- 6
7
8
9
10
11
12
13
14
15

Grammar in context 2 (page 96)

Change the sentences from the present to the past simple.

- 1 After lunch, Alex goes for a walk with friends.
.....
- 2 There isn't any orange juice. We have to go to the supermarket.
.....
- 3 We have volleyball practice at six o'clock.
.....
- 4 My mum takes me to the shops and buys me a present on my birthday.
.....
- 5 On Fridays, I do judo.
.....
- 6 There are five shoe shops in our town.
.....
- 7 They always win their matches every year.
.....
- 8 Georgia and Jack have got a great school project.
.....



UNIT 8

Vocabulary in context (page 102)

Match the jobs in box A to the things or people in box B. Write a sentence with the word pair.

A astronaut • builder • hairdresser • mechanic • nurse • teacher • vet • waitress

B car • cat • food and drink • hair • house • patient • space • student

- 1 *The teacher gave students their homework.*

- 2

- 3

- 4

- 5

- 6

- 7

- 8

Reading (page 103)

Write complete sentences to answer the questions about the text on page 103.

1 Why does the writer write the blog?

.....

2 Why did Lily first make her invention?

.....

3 What did Lily create with her father?

.....

4 What did Henry write?

.....

5 Why did Henry go on tours around the world?

.....

6 What did he create in 2019 and 2020?

.....

Grammar in context 1 (page 104)

Complete the text with the past simple form of the verbs given.

When Alina Morse (a) (be) 14 years old, she (b) (start) her company Zollipops®. One day when she (c) (be) at a bank with her father, someone (d) (give) her a lollipop. She (e) (not eat) it because her father said lollipops (f) (not be) good for her. So Alina (g) (want) to make a lollipop with no sugar. And that's what she (h) (do)! Alina (i) (work) with a dentist and a scientist and she (j) (make) a sugar-free lollipop. Now Zollipops sell all over the world.

Vocabulary (page 105)

Look at the adjectives to describe jobs on page 105. Write the name of one job for each adjective and say why.

indoor – dentist – because a dentist works in a building

Grammar in context 2 (page 108)

Imagine a famous designer comes to your school to tell your class about his/her job. Write six questions in the past simple using the question prompts below. Now imagine what the famous designer's answers to these questions are. Write his/her answers in the past simple.

1 What / study / be a designer?

What did you study to be a designer?

2 Where / go to school?

.....

3 When / want / become a designer?

.....

4 What / do / become a designer?

.....

5 Who / help / become a designer?

.....

6 How / become / famous?

.....



UNIT 9

Vocabulary in context (page 116)

Write the missing letters to make animals. Then decide if the animals are (L) for land animals, (W) for water animals or (B) for both.

1 o e L / W / B

2 s k L / W / B

3 e u n L / W / B

4 n t l p L / W / B

5 i r L / W / B

6 a l L / W / B

7 o L / W / B

8 a a o L / W / B

9 b l L / W / B

10 r e L / W / B

Reading (page 117)

Read the article on page 117, then write *koalas* or *turtles* next to the sentences.

- 1 People wanted them in their homes.
- 2 They were sick during the fires.
- 3 It's possible they all died.
- 4 People did a lot of things to help them.
- 5 It's got a second name because of how it looks.
- 6 Other animals eat it.

Grammar in context 1 (page 118)

Write the comparative forms of these words.

close • cold • difficult • famous • hot • hungry • nice • pretty • sad • slow • tall • thirsty • useful • wet • wide

- 1 9
- 2 10
- 3 11
- 4 12
- 5 13
- 6 14
- 7 15
- 8

Vocabulary (page 119)

Match the place to the geographical feature.

- | | |
|---------------|-------------|
| 1 Tasmania | a desert |
| 2 Pacific | b river |
| 3 Atacama | c lake |
| 4 Copacabana | d island |
| 5 Mississippi | e waterfall |
| 6 Iguazu | f mountain |
| 7 Baikal | g ocean |
| 8 Fuji | h beach |

Grammar in context 2 (page 122)

Complete the sentences with the present perfect of the verbs and the superlative form of the adjectives given.

- 1 How many people (climb) (high) mountain in the world?
- 2 I (not swim) at Bondi, but it's (popular) beach in Sydney.
- 3 Harry is on a safari and he (ride) a camel in (dry) desert in Africa.
- 4 We (never sail) down the Volga. Is it (long) river in Europe?
- 5 (she/ever be) to the (big) rainforest in the world?
- 6 My friends in Acapulco (see) the La Quebrada cliff divers. They are (famous) cliff divers in the world.



UNIT 10

Vocabulary in context (page 128)

Complete the sentences with the correct item to take on holiday.

- 1 It's a windy day. Don't lose your!
- 2 It's freezing today and my hands are cold, so I need to wear my
- 3 It's raining. Take your when you go out.
- 4 I don't like the photo in my because my hair looks silly.
- 5 Where are my? I need them to listen to some music.
- 6 He didn't see the on the chair and broke them when he sat down.
- 7 My is really heavy, but luckily, it's got wheels.
- 8 On page 25 of the there's information about museums.

Reading (page 129)

For each text (A–C) on page 129, write:

- 1 where the people are going.

.....
.....
.....

- 2 when they are going.

.....
.....
.....

- 3 what they can see and do there.

.....
.....
.....

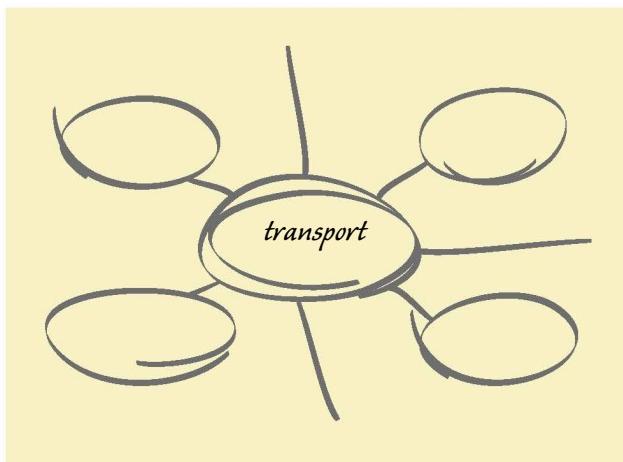
Grammar in context 1 (page 130)

Read the situation and write what you think is going to happen. Use affirmative or negative forms.

- 1 I've got my earphones on. I to a podcast.
- 2 It's a lovely day today. We to the park.
- 3 He's putting on his swimming trunks. He in the pool.
- 4 It's stormy today, so she tennis.
- 5 It's 11 o'clock at night and I have school tomorrow. I TV tonight.
- 6 It's rainy today, so we any sunscreen.

Vocabulary (page 131)

Write the types of transport you remember from page 131. How many words can you remember?



Grammar in context 2 (page 134)

Put the words in order to complete the sentences.

- 1 buy / we / must / flowers / to / remember for mum on Mother's Day.
- 2 Lucy did her homework at school, so to / not / she / do / does / it / have at home.
- 3 car / should / an / we / electric / get It's better for the environment.
- 4 Simon / his / has / parents / help / to / at the weekend, so he can't go out.
- 5 push / you / not / people / should when you want to get off the train.
- 6 must / anyone / not / you / tell my secret! Do you promise?



Writing checklist

Great writers check their work carefully to find and correct any mistakes before they complete their final version. Here are the top ten things to check:

1 Content

Make sure that you answer the specific question and do everything that appears in the task.

Think about these things:

- Is it easy to understand your ideas and opinions?
- Does your text include reasons or examples to support your ideas?
- Is your text the correct number of words?

2 Style

Make sure that you write in an correct style for the task (e.g. formal/informal). Is your writing interesting, informative, descriptive ...?

3 Paragraphs and organisation

Check that your writing has got paragraphs and that each paragraph is about one clear topic or idea. Make sure the paragraphs are in a logical order.

4 Linkers

Check that your writing includes linkers (e.g. *firstly, however, because, but, also ...*) to join your ideas clearly and correctly.

5 Grammar

Check for mistakes with verbs (regular and irregular), tenses, prepositions, word order of adjectives and adverbs, etc. It is very important to check any new grammar that you use.

6 Vocabulary

Use a variety of vocabulary and try not to repeat the same words. A dictionary and thesaurus can help. See www.macmillandictionary.com

7 Spelling

If you aren't sure how to spell a word, check in a dictionary. See www.macmillandictionary.com

8 Punctuation

Check your use of commas, full stops, question marks, exclamation marks, etc.

9 Capital letters

Make sure you use capital letters correctly (e.g. for the first word in the sentence, names, nationalities, days of the week, months, etc.).

10 Presentation

Is your handwriting easy to read? Are you happy with how it looks?

Model texts

- a personal profile
- an informal email
- a short note
- a description of a place
- a survey
- a short email
- a story
- an informal email giving news
- a blog post
- an article

Workbook

LEARNER PROFILE



Unit 1

Great learners justify their opinions.

“It's easy to give an opinion or to say you agree or disagree. But to show that you understand a difficult question, and that your opinion is logical, it's important to give reasons to justify it.”

Do you always justify your opinions?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 2

Great learners value diversity.

“There are many people who are different from us and who have different lifestyles and opinions. It's important to understand people who are different from us and value diversity. This can help us become more tolerant, open-minded and positive about others.”

Do you always try to value diversity?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 3

Great learners never stop learning.

“We all know that it's important to learn at school and university but learning is a process that never stops.

It is also possible to learn in our free time. Having a hobby is a great way to learn and have fun at the same time. It is very important to be curious and to continue learning new things during our whole life.”

Do you always try to learn new things? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 4

Great learners make a positive difference to the lives of others.

“When we have a positive attitude in life, we also help other people do the same. There are also many things we can do to make a positive difference in the life of others, for example, listen, smile, and help someone in your family or school.”

How positive are your attitudes in life?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 5

Great learners question their own attitudes and behaviour.

“We often do things that just become a routine. We don't always stop and think about our attitudes. It's important to stop sometimes and ask ourselves: 'Why am I doing this? Is it the right thing to do? Is it good for me?' When you do this, be honest and self-critical because this helps you do the right thing.”

Do you always question your own attitudes and behaviour? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---



LEARNER PROFILE

Unit 6

Great learners can think creatively.

“In life there are many surprises and new situations. Creativity helps us to see things differently and to deal with these situations. It also helps us to find different solutions to problems. Being creative helps us solve problems in all areas of our lives.”

Do you always think creatively?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 7

Great learners make connections.

“Sometimes when we learn from teachers, texts and books inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between things we learn in class and things we learn in the outside world.”

Do you make connections between what you learn in class and the outside world?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 8

Great learners show empathy towards others.

“Empathy is the ability to understand how other people feel because you can imagine what it is like to be in their place. Showing empathy is important because understanding people's feelings helps us have a better attitude towards ourselves and others.”

How often do you show empathy?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 9

Great learners think locally and globally.

“When we hear about environmental change, it is easy to think the problem is too big for us to solve. However, there are many small things we can do in our everyday lives which can have a positive impact on the environment. If we all take small, positive steps, the impact on the environment is huge.”

How much do you try to make a positive impact on the environment?
Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 10

Great learners have a good mind and body balance.

“We all know that good physical health is important to a happy life. But mental health is as important as physical health. When we have good mental well-being, we feel happy and positive. Travelling is an excellent way to help us feel happier and more positive.”

How much do you care about your mental health? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Listening**Listening exam tip**

In listening exams, where you need to complete notes, remember ...

Read the notes before you listen. The notes are in the same order as the information in the talk. Make sure you write only ONE word, number, date or time. Check your spelling carefully.

- 1** **SPEAKING** Look at the notes. What kind of information goes in each gap? Is it a number? A name? A date?

School visit

Name of place: (a) Parliament

Choose favourite (b) and make notes

Meet at (c) am

Travel by: (d)

Give money to (e) Mr

- 2** You will hear a teacher telling students about a school visit. For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

Now listen again.

- 3** **SPEAKING** Talk about the places you like visiting and why.

Writing**Writing exam tip**

In writing exams, remember ...

When you write an email, make sure you know who you are writing to and what three pieces of information you need to include.

- 1** **SPEAKING** Read the task and plan your email.

You want to tell your English friend, Sam, about your life at school. Write an email to Sam.

Say:

- what you like at school
- what you don't like
- what your favourite day is.

- 2** Write your email to Sam. Write 25 words or more.

- 3** **SPEAKING** Share your email. Check together. Has your partner's email got:

- 1 information about the three points?
- 2 the correct punctuation and capital letters?
- 3 any spelling mistakes?

The Scottish Parliament Building



Listening

Listening exam tip

In multiple-choice activities, remember ...
Read the questions before you listen. When you listen the first time, listen for general meaning and choose an answer to each question. When you listen the second time, listen for detail and check your answers.

- 1** **SPEAKING** What activities do you like to do in your free time? Why?

- 2** Look at the questions. Tick the topics you think the speakers talk about.

- activities they like
- who they talk to
- what they're doing at school
- where they live

- 3** ES2 You will hear Marco talking to his friend Ruby about what he does in his free time. For each question, choose the correct answer.

1 At weekends, Marco usually ...

- A plays computer games.
- B goes to the sports centre.
- C talks to his mum.

2 Marco prefers to talk to people ...

- A on the bus.
- B at the sports centre.
- C in his house.

3 Marco likes meeting people ...

- A in a friend's house.
- B from other countries.
- C with other friends.

4 Marco likes Catch because ...

- A it takes a long time.
- B it's hard to play.
- C it's like a real sport.

5 Marco and Ruby agree to ...

- A spend time together.
- B learn the guitar.
- C go to the pool.

- 4** **SPEAKING** Discuss the questions.

- 1 Do you prefer playing sports or computer games?
- 2 Do you think chatting online is a good way to make friends?

Speaking

Speaking exam tip

In speaking exams, when you need to talk to a partner about a topic, remember ...

Listen carefully to the examiner's question. Make sure you and your partner answer this point.

- 1** **SPEAKING** Look at the pictures. What are the foods in these pictures? Do you like these different foods? Why/Why not?



- 2** **SPEAKING** Now ask and answer these questions. Do you think:

- making/baking a cake is difficult?
- making chips is easy?
- buying sugar is expensive?
- eating honey for breakfast is nice?
- eating burgers is healthy?

Which of these foods do you like best?

- 3** Read the tip and think of your answers and your partner's answers.

Did you:	YOU	YOUR PARTNER
1 listen to the question?	<input type="checkbox"/>	<input type="checkbox"/>
2 talk about each type of food?	<input type="checkbox"/>	<input type="checkbox"/>
3 say why or why not?	<input type="checkbox"/>	<input type="checkbox"/>

- 4** **SPEAKING** What is important in this part of the exam? Choose an answer.

- Talk to my partner/the examiner.
- Talk about one type/lots of types of food.
- Say what I think/I can see.
- Give reasons/answer yes or no.



Reading**Reading exam tip**

In multiple-choice vocabulary activities, remember ...

Read the whole text first to understand the general meaning. Then, look carefully at the sentence with a gap. Check each word in the gap before you choose.

1 Read the text quickly. Match these verbs to a definition. Which one is best in gap 2?

- | | |
|---------|--|
| A see | 1 notice something naturally, because it is in front of you, e.g. a sign |
| B look | 2 something happening, e.g. a film |
| C watch | 3 to pay attention, to concentrate, e.g. at the rain |

Writing**Writing exam tip**

In writing exams, when you write a note remember ...

Check your grammar – did you use the correct tense(s)? Check your spelling and punctuation, e.g. capitals.

1 Read this task and decide what the most important information for Jo is.

You want to tell your English friend, Jo, about a new shopping centre. Write a note to Jo.

Say:

- why you like the new shopping centre
- what you want to buy there
- when you want Jo to come with you.

2 Write your note to Jo. Write 25 words or more.

3 SPEAKING Share your note. Check the questions together. Do your classmates' notes:

- 1 answer the three points?
- 2 use correct punctuation and capital letters?
- 3 use correct grammar (tenses)?
- 4 use correct spelling?

[Read](#) [View source](#)

The Computer Museum

The Computer Museum opened in 1984 and it (1) computers from the past and present. Here you can (2) the very first computers that people used. Some are bigger than the computers we (3) now. There are also many of the computers we use today and you can see the computers we are going to use in the future. The Museum (4) presentations on Saturday afternoons. In these presentations, experts talk about new things that are happening in the world of computer science. The Museum has a special place for visitors to try the different computers. They have games to make you (5) that you must have a strong password. There is also a museum shop. In it, you can (6) many games and T-shirts with coding language on them.



2 Read the text again. For each question, choose the correct answer.

- | | | |
|-------------|------------|----------|
| 1 A shows | B see | C puts |
| 2 A see | B look | C watch |
| 3 A buy | B use | C play |
| 4 A makes | B prepares | C gives |
| 5 A comment | B remember | C remind |
| 6 A take | B buy | C catch |

3 SPEAKING Discuss the question.

Would you like to visit this museum? Why?/Why not?



Listening**Listening exam tip**

In listening exams, where you need to match information, remember ...

Read the options before you listen.

Don't worry if you don't hear the answer first time you listen. You will hear the conversation more than once. There are more options than you need.

Speaking**Speaking exam tip**

In speaking exams, where you need to talk about some pictures, remember ...

Talk about all of the pictures. Listen to what your partner says and respond to him or her. Don't answer questions with just yes or no. Try to give more information.

- 1** **SPEAKING** You are going to listen to a girl and her dad talking about a school sports day. Can you think of ways to help your teachers on that day?

- 2** **ES4** You are going to listen to a girl and her dad talking about a school sports day. What will each person help with?

People

- 1 Chris
2 Sally
3 James
4 Sarah
5 Joe

Activity

- A timing
B prizes
C sandwiches
D referee
E planning
F drinks
G training
H final competition

- 3** **SPEAKING** Are there sports days in your school? Do you think they are a good idea? Why/Why not?

- 1** **SPEAKING** Look at the pictures of different jobs. Do you think these jobs are interesting? Why/Why not?



- 2** Now ask and answer these questions. Do you think:

- nurses are responsible?
- hairdressers are creative?
- shop assistants are cheerful?
- chefs are calm?

Which of these jobs do you like best?

- 3** **SPEAKING** Ask and answer these questions. Remember to explain why!

- Do you prefer working inside or outside?
- Do you prefer working with other people or alone?

- 4** Read the tip and think of your answers and your partner's answers.

Did you:

**YOUR
PARTNER**

1	answer the questions?	<input type="checkbox"/>	<input type="checkbox"/>
2	give reasons for your answers?	<input type="checkbox"/>	<input type="checkbox"/>
3	speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>



Reading

Reading exam tip

In short text reading activities, remember ... Think about where you can see each sign or text. Use this information to help you understand the main message of the text. Then read the three options and decide which one is the main message.

1 SPEAKING Where can you see this sign?

NEW EXHIBITION CENTRE

Find:

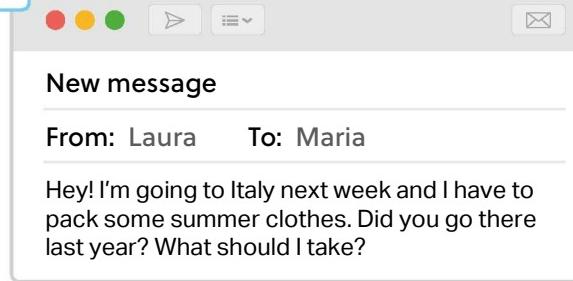
- Snakes in the glasshouse
- Beetles and frogs in the insect area

Which sentence matches the meaning of the sign?

- A The snakes are inside a special building.
- B You have to see the frogs with the snakes.
- C The beetles are food for the snakes.

2 For each question, choose the correct answer.

1

New message
From: Laura To: Maria

Hey! I'm going to Italy next week and I have to pack some summer clothes. Did you go there last year? What should I take?

- A Laura wants Maria to come and help her with packing.
- B Laura and Maria are going on holiday together.
- C Laura is asking Maria for advice about what to wear.

2

HOTEL GUESTS The pool opens at 10 am. Only hotel guests may use the pool.

- A The pool must not be used by anyone before 10 am.
- B Hotel guests can use the pool at any time.
- C Guests have to speak to the hotel to use the pool.

3

Hi Maya,
Have you seen my sunglasses? I left them in the hotel room. I'm down at reception. Can you bring them? Thanks.
Anna

Anna is asking Maya to ...

- A come and see her at the hotel.
- B look for her sunglasses.
- C stay in the hotel room.

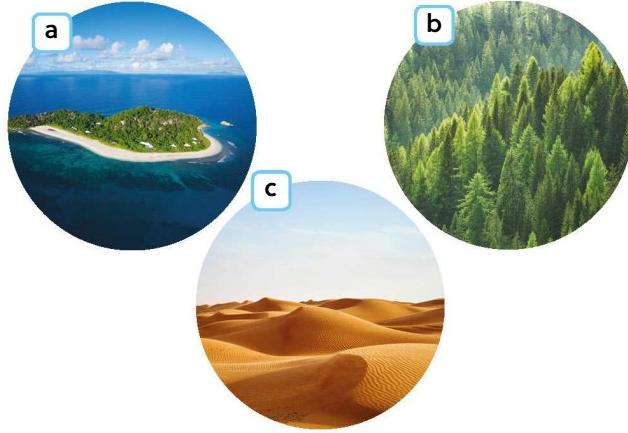
Speaking

Speaking exam tip

In speaking exams, when you need to talk about some pictures, remember ...

Ask your partner what they think. Take turns to speak.

1 SPEAKING Look at the pictures about different places. What are the names? Do you like these different places? Why/Why not?



2 SPEAKING Now, ask and answer these questions. Remember to give reasons for your opinions and to tell your partner what you think about his/her ideas.

Do you think:

- going to an island is boring?
- staying in a forest is interesting?
- being in a desert is too dangerous?

Which place do you prefer for a holiday?

3 Read the tip and think of your answers and your partner's answers.

YOUR

YOU PARTNER

1 answer the questions?

2 take turns to talk about each picture?

3 give reasons for your answers?

4 SPEAKING What kind of language can you use to take turns?

- What do you think?
- I think ...
- My opinion is ...
- Do you agree?

5 SPEAKING Look at the pictures and make notes about these places. Then practise describing the pictures with your partner.



Communication activities

UNIT 1

Developing speaking Exercise 5a, page 20

Role-play 1

Student A, you're a new student. It's your first day at school. Your teacher asks you questions. Answer the questions with the information in the table.

STUDENT A

Name:	Sue
Surname:	Turner
Age:	13
Nationality:	Australian
Brothers/Sisters:	three brothers
Hobbies:	reading

Role-play 2

Student A, you're a teacher. It's the first day of school and you've got a new student. Ask the student questions about his/her ...

- Name
- Surname
- Surname – spelling
- Age
- Nationality
- Brothers/Sisters
- Hobbies

UNIT 2

Developing speaking Exercise 5, page 32

Student A, describe these people in the photo in this order: 1 a, 2 d, 3 f



UNIT 5

Developing speaking Exercise 6a, page 72

Student B: Look at the information and answer your partner's questions.

- **Weekend activities:** go out with friends, do homework, help my parents
- **TV:** yes, lots of good TV shows
- **Sports:** love tennis and basketball
- **Go out with family:** not very often, parents work a lot

UNIT 6

Developing speaking Exercise 6, page 84

Student A: Look at the photos below and choose one. Think about how you can describe it. Use the Speaking bank and the questions below to help you.

- 1 How many people can you see?
- 2 Where are they?
- 3 What are they doing?
- 4 What are they wearing?
- 5 Do they look happy?
- 6 What else can you see?



UNIT 9

Grammar in context 1 Exercise 3b, page 118

- 1 faster (false) 2 heavier (true) 3 farther/further (false)
4 larger (false) 5 cleverer/more clever (true) 6 more popular (false) 7 more dangerous (false) 8 hotter (true)

Grammar in context 2

Exercise 7, page 123

Student A: Use the prompts to ask and answer questions about your experiences. Use the present perfect with ever.

- eat / fish and chips
- speak English / with someone from England
- read / English book or magazine
- drink / tea with milk and sugar
- listen to / songs in English

Communication activities

UNIT 1

Developing speaking Exercise 5a, page 20

Role-play 1

Student B, you're a teacher. It's the first day of school and you've got a new student. You ask the student questions about his/her ...

- Name
- Nationality
- Surname
- Brothers/Sisters
- Surname – spelling
- Hobbies
- Age

Role-play 2

Student B, you're a new student. It's your first day at school. Your teacher asks you questions. Answer the questions with the information in the table.

STUDENT B

Name:	Kai
Surname:	Saito
Age:	14
Nationality:	Japanese
Brothers/Sisters:	three sisters
Hobbies:	basketball

UNIT 2

Developing speaking Exercise 5, page 32

Student B, describe these people in the photo in this order: 1 e, 2 b, 3 c



UNIT 5

Developing speaking Exercise 6b, page 72

Student A: Look at the information and answer your partner's questions.

- **Weekend activities:** go to the cinema, read books, visit my grandparents
- **TV:** not really, boring
- **Sports:** like swimming and running
- **Go out with family:** sometimes go to a restaurant

UNIT 6

Developing speaking Exercise 6, page 84

Student B

Look at the photos below and choose one. Think about how you can describe it. Use the Speaking bank and the questions below to help you.

- 1 How many people can you see?
- 2 Where are they?
- 3 What are they doing?
- 4 What are they wearing?
- 5 Do they look happy?
- 6 What else can you see?



UNIT 9

Grammar in context 2 Exercise 7, page 123

Student B: Use the prompts to ask and answer questions about your experiences. Use the present perfect with ever.

- eat / frog legs
- speak English / with someone from the United States
- watch / English film without subtitles
- drink / tea without milk and sugar
- listen to / songs in English

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	setup	setup
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hungout	hungout	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

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